



P.S. 102 BAYVIEW

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 24/ QUEENS/ 24Q102
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 102 **SCHOOL NAME:** Bayview

DISTRICT: 24 **SSO NAME/NETWORK #:** Integrated Curriculum and
Instruction Learning Support
#12

SCHOOL ADDRESS: 55-24 Van Horn Street, Elmhurst, NY 11373

SCHOOL TELEPHONE: 1-718-446-3308 **FAX:** 1-718-672-3101

SCHOOL CONTACT PERSON: Barbara Leibowitz **EMAIL ADDRESS:** bleibow@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Matthew Borelli

PRINCIPAL Anthony Pisacano

UFT CHAPTER LEADER Barbara Leibowitz

**PARENTS' ASSOCIATION
PRESIDENT** Diane Hudson

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Madeline Taub-Chan

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
Anthony Pisacano	*Principal or Designee	
Barbara Leibowitz	*UFT Chapter Chairperson or Designee	
Diane Hudson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Matthew Borelli	Member/Teacher SLT Chairperson	
Jennifer Tucker	Member/Teacher	
Laura Murphy	Member/Parent	
Sandy Halaka	Member/Parent	
Maria Enaboifo	Member/Parent	
Nila Karta	Member/Parent	
Brian Weiss	Member/Teacher	

(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. 102 is located in Elmhurst, Queens, New York. This PreK to seventh grade school serves a population of approximately 1,028 students from culturally diverse backgrounds. The community is home to many new immigrants from China, South America, the Philippines and various other Asian and European countries. For the first time in 20 years our school community is housed in one building.

P.S. 102 is an inclusive learning community. Parents, administration, teachers and students work collaboratively to provide a well rounded educational experience for all. Parental involvement, via the School Leadership Team, an active Parents' Association, Learning Leaders, and parent volunteers, support teaching and learning. An annual school calendar, monthly grade newsletters, Parents' Association meetings and parent workshops keep parents informed, involved and updated on all aspects of their children's education.

Teachers at P.S. 102 are all highly qualified and many hold teaching certifications in multiple areas. Ongoing professional development and instructional support is provided through literacy and math coaches, our AUSSIE literacy consultants, and through our Learning Support Organization, Integrated Curriculum and Instruction. In addition, math and science teachers participate in ongoing professional development activities via Title IIB Math and Science Stem Grant in Partnership with Hunter College. This intensive and ongoing support provides our pedagogical staff with the necessary tools and skills to positively impact student progress and performance. Teachers have a vested interest in the development and implementation of standards-based curriculum and instruction. Students receive targeted instruction using the most up to date best practices in balanced literacy and math.

Students at P.S. 102Q receive a well-rounded education. Workshop teaching is at the core of our instructional program. In addition to the core curriculum, students receive instruction from specialists in Science, Health, Technology, Physical Education and the Arts. P.S. 102Q boasts a renowned chorus, which has performed at various city wide events including, the dedication of the Robert Kennedy Bridge, National Anthem Day, swearing in ceremonies of naturalized citizens and at the residence of the U.S. Ambassador to the United Nations for world diplomats and at various regional arts festivals. The cultural arts are an integral part of school life. Students participate in visual, performance and musical arts residencies including, Studio in a School, Arts Horizons, Neighborhood Arts, New York Pops, American Ballroom Theatre and Carnegie Hall Link Up. A school band, dance and visual arts club provide students with creative outlets. Technology is woven into the school day as students have access to computers in all content areas. Technology residencies, Lego Robotics, and portable computer labs support student engagement and learning. Designated classes receive ESL, AIS, or SETSS. Enrichment and academic intervention is provided to all classes.

The community supports our school. Maspeth Town Hall provides a five day a week after school and holiday program, which offers homework help and recreational activities for students in grades one through seven. The Kiwanis Club engages kindergarten and first graders in their Intergenerational Program. Students at P.S. 102Q contribute to their community in various ways. Our chorus performs at St. Johns Hospital's pediatric ward during the holiday season and students participate in several health and social awareness fund raising campaigns (Jump Rope for Heart, Penny Harvest, St. Jude's Math-a-thon). Additionally, community support is evident through the many grants received to support teaching and learning. We received grants from Little Kids Rock and Donors Choose, which helped replace and augment musical instruments for our school band. Parents as Partners grant brought parents and children together to participate in visual arts workshops. Trout in the Classroom grant permitted our sixth graders to witness the life cycle of the trout, caring for trout eggs and hatchlings before releasing them in a lake in upstate New York. Also, a Met Life Grant sponsored cultural performances in our school.

P.S. 102Q hosts a variety of school wide events, which brings the entire school community together. Parents, administration, teachers and students come together and celebrate accomplishments and holidays such as, Read Aloud Day, Pumpkin Patch, Authors and Arts Fair, 100th Day of School, Holiday and Spring Concerts, Arbor/Earth Day, Flag Day, Science Fair and Math Games Night. We, at P.S. 102 are proud of our school community and students. Every morning during announcements students recant our school slogan, "There's nothing we can't learn at P.S. 102."

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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. 102 Bayview									
District:	24	DBN:	24Q102	School BEDS Code:	342400010102					
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	35	0	0		95.4	96.0	96.0			
Kindergarten	120	117	122							
Grade 1	128	119	120	Student Stability - % of Enrollment:						
Grade 2	118	137	120	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	97	102	123		94.5	93.4	93.7			
Grade 4	116	102	123	Poverty Rate - % of Enrollment:						
Grade 5	107	123	113	(As of October 31)	2006-07	2007-08	2008-09			
Grade 6	105	100	116		66.4	67.7	67.5			
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		1	6	3			
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		25	18	23			
Ungraded	1	5	1	Special Education Enrollment:						
Total	827	823	848	(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	18	29	31	Principal Suspensions	0	4	10			
# in Collaborative Team Teaching (CTT) Classes	16	27	34	Superintendent Suspensions	0	1	1			
Number all others	14	16	20							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	0	0	0							
# in Dual Lang. Programs	0	0	0	Number of Teachers	52	61	64			
# receiving ESL services only	168	196	194							

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	4	8	5	Number of Administrators and Other Professionals	5	10	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	6
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	100.0	100.0
				% more than 2 years teaching in this school	65.4	62.3	67.2
				% more than 5 years teaching anywhere	53.8	50.8	53.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	89.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	100.0	100.0
American Indian or Alaska Native	0.1	0.2	0.1				
Black or African American	1.3	1.3	0.9				
Hispanic or Latino	31.7	33.4	35.3				
Asian or Native Hawaiian/Other Pacific Isl.	58.6	57.0	56.8				
White	8.2	8.0	6.8				
Male	50.1	52.1	50.9				
Female	49.9	47.9	49.1				
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		5	5	4	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:	103.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.6	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:	19.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	60						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	12						

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?
-

PROGRESS REPORT

Student Progress for English Language Arts indicates the following:

- **1 Year of Progress:** 77.5% of our students made at least 1 year of progress, which is 127.0% of the way from the lowest (44.6%) to the highest (70.5%) score relative to our Peer Horizon and 118.1% of the way to our City Horizon.
- **Average Change in Proficiency:** 0.49 is our average change in student proficiency for levels 1 and 2, which is 103.6% of the way from the lowest (0.20) to the highest (0.48) score relative to our Peer Horizon and 97.1% of the way relative to our City Horizon. 0.14 is our average change in student proficiency for levels 3 and 4, which is 131.8% of the way from the lowest to the highest score relative to our Peer Horizon and 120.0% of the way relative to our City Horizon.
- **Average Change Lowest 1/3 Students:** 96.3% is our average change in proficiency in our lowest 1/3 students, which is 110.1% of the way from the lowest (61.3%) to the highest (93.1%) score relative to our Peer Horizon and 102.8% on the way relative to our City Horizon.

Student Progress for Mathematics indicates the following:

- **1 Year of Progress:** 81.8% of our students made at least 1 year of progress, which is 99.3% of the way from the lowest (52.2%) to the highest (82,0%) score relative to our Peer Horizon and 100.0% of the way to our City Horizon.
- **Average Change in Proficiency:** 0.63 is our average change in student proficiency for levels 1 and 2, which is 96.2% of the way from the lowest (0.12) to the highest (0.65) score relative to our Peer Horizon and 107.5% of the way relative to our City Horizon. 0.10 is our average change in student proficiency for levels 3 and 4, which is 88.0% of the way from the lowest to the highest score relative to our Peer Horizon and 91.2% of the way relative to our City Horizon.

- **Average Change Lowest 1/3 Students:** 78.9 % is our average change in proficiency in our lowest 1/3 students, which is 77.8% of the way from the lowest (50.2%) to the highest (87.1%), score relative to our Peer Horizon and 76.0% on the way relative to our City Horizon.

The findings from the Student Progress for English Language Arts indicate that progress has been made in all areas. There is still a need to increase the percentage of our students making one year of progress, targeting our lowest one third of students (in levels one and two).

The findings from the Student Progress for Mathematics indicate that progress has been made in all areas. The findings indicate a need to focus on our lowest third of students in mathematics. Our Hispanic student's scores have increased; however, remain as the lowest of all the subgroups.

Three-Year Trends Analysis of ELA Performance

ELA SCORES FOR GRADE 3-6

	Level 1	Level 2	Level 3	Level 4	Level 3+4
2007	3.9	28.3	61.9	5.9	67.8
2008	3.7	26.4	64.8	5.1	69.9
2009	3.0	15.1	69.9	11.9	81.9

Total School Trends

Over the three-year period from 2007 to 2009, the percentage of all tested students scoring a level one on ELA assessment decreased from 3.9% to 3.0% (-.9). The percentage of scores for level two decreased from 28.3% to 15.1% (-13.2). The percentage of scores for level three increased from 61.9% to 69.9% (+8.0). The percentage of scores for level four increased by 5.9% to 11.9% (+6.0). The overall percentage of levels three and four increased from 67.8% to 81.9% (+14.1).

An analysis of this three-year trend in ELA total school performance for all tested students indicates there is an increase in our level threes and fours and a decrease in levels ones and twos.

MATH SCORES FOR GRADES 3-6

	Level 1	Level 2	Level 3	Level 4	Level 3+4
2007	3.6	10.0	50.0	36.4	86.4
2008	2.2	8.3	50.8	38.7	89.5
2009	1.3	6.3	50.0	42.5	92.5

Total School Trends

Over the three-year period from 2007 to 2009, the percentage of all tested students scoring a level one on mathematics assessment decreased from 3.6% to 1.3% (-2.3). The percentage of scores for level two decreased from 10.0% to 6.3% (-3.7). The percentage of scores for level three remained the same at 50.0%. The percentage of scores for level four increased from 36.4% to 42.5% (+6.1). The overall percentage of levels three and four increased from 86.4% to 92.5% (+6.1).

An analysis of this three-year trend in mathematics total school performance for all tested students indicates that we have decreased our numbers of students in level one and two, while increasing the

number of students in level four. However, there is an ongoing need to continue our progress by moving level three students to level four.

NYSESLAT DATA ANALYSIS OVER A TWO-YEAR TREND

Assessment Analysis

NYSESLAT:

Every year the ESL Department analyzes test results. The following table shows the number of students in each grade that took the NYSESLAT in Spring 2008 and Spring 2009:

	BEGINNING		INTERMEDIATE		ADVANCED		PROFICIENT	
	2008	2009	2008	2009	2008	2009	2008	2009
School	38	21	56	50	58	73	45	59
K	17	6	23	15	14	11	4	8
1	8	3	2	10	8	12	16	31
2	5	3	15	9	13	8	2	1
3	2	3	8	8	10	16	8	9
4	3	3	3	5	6	10	9	4
5	3	3	5	1	7	9	6	2

After reviewing NYSESLAT data from Spring 2009, several patterns were revealed. The total number of students who scored on the Beginning level decreased from 38 students to 21 students. The total number of Intermediate students also dropped from 56 students to 50 students. There was an increase in the total number of Advanced and Proficient students. The total number of Advanced students increased from 58 to 73 and the total number of Proficient students increased from 45 to 59.

Most students in Kindergarten scored at the Beginning and Intermediate levels in Reading and Writing, but at the Intermediate and Advanced levels in Listening and Speaking. This shows that these students made good progress in Listening and Speaking throughout the year. However, in order for these students to acquire proficiency in Reading and Writing, they need more time in the ESL program so they can continue to strengthen their reading and writing skills. In first grade, 55% of the students that were tested in Spring 2009, scored at the Proficient level. This shows us that the students were more comfortable and familiar with the format of the test, since they had previously taken a test of the same format in Kindergarten. Also, ESL teachers used data from the NYSESLAT of the previous year to target student weaknesses within the four modalities (listening, speaking, reading and writing). In second grade, 81% of the students that were tested in Spring 2009, scored at the Intermediate and Advanced levels. All of these students are either Advanced or Proficient in Listening and Speaking. In Reading and Writing, most of the students are Intermediate or Advanced. In third grade, 67% of the students that were tested in Spring 2009 scored at the Intermediate and Advanced levels. The same patterns were revealed across the four modalities as in second grade. Using these results, ESL teachers will form small groups and target specific reading and writing skills to help students achieve proficiency in these areas. We will incorporate writing activities to match the writing component on the NYSESLAT when planning units of study and after school instruction.

After the ESL department analyzes data from the NYSESLAT, they provide the classroom teachers with information disaggregated by proficiency levels and modalities. Through monthly congruence sessions, they discuss with classroom teachers the progress made by ESL students. This information is gleaned through one to one conferences, small group instruction, and interim assessments.

Greatest Accomplishments

As indicated in the Quality Review, P.S. 102's greatest accomplishments are the high-quality leadership that creates the vision for the enriched cultural and inclusive educational environment in the school. The teachers work effectively and collaboratively using data to provide differentiated instruction and monitoring the progress of student achievement. Professional Development is fully focused on improving teachers' knowledge and skills in order to enhance instructional practice. The students demonstrate high levels of self-discipline and respect in all their school activities. The students identified as being in greatest need of improvement make excellent gains in their achievement levels through the high-quality support they receive. The wide curriculum, including an impressive arts program and interesting partnerships, create a variety of exciting and enriching learning opportunities for all students.

As a result, the school has made great progress in addressing the issues identified for improvement in the previous Quality Review. Focus has been placed on using data to drive instruction in Social Studies and Science and using data in ELA and Math to create meaningful academic goals for every student. Teachers have designed unit assessments and rubrics which assess unit progress in both areas. Also, extended day programs have been formed for children at risk in Social Studies and Science based on standardized scores and teacher recommendation. All students who have been identified as needing AIS services receive additional services from a push-in service provider.

Additionally we have hired more teaching staff to reduce the ELL student-teacher ratio. Enrichment classes are provided for students identified above grade level on grades 2 – 7.

In addition to being a well-developed school, P.S. 102Q received an overall score of A on the 2008-2009 Progress Report. Our overall score increased from 68.5% in 2007-2008 to 103.5% 2008-2009. Additional credit was given for exemplary proficiency gains for our high-need students in mathematics and English language arts. By the State Accountability Status we are a School in Good Standing.

The Inquiry Team made significant progress meeting the needs of the targeted students. Based on Fountas and Pinnell benchmark assessments, 12 students went up four reading levels and 6 students went up three reading levels out of a total of 22 students. Also, 11 out of these 22 students scored a level of 3 or higher on the ELA assessment.

AIDS TO CONTINUOUS IMPROVEMENT

- The Core Inquiry Team will support grade level Inquiry work. The Core Inquiry Team will support each grade in developing a cohesive and effective team which will target students and address their learning needs using all available data.
- Academic Intervention Team at PS 102 has been very proactive in identifying students in need of academic intervention services based on teacher recommendations, criterion referenced assessments, and standardized test scores. Once identified, an intervention plan is formulated by the team. The Academic Intervention Team meets weekly to discuss the progress of assigned students who are provided with various research-based strategies.

- The development and implementation of Transactional Strategies Instruction, which will focus our ELA curriculum on cognitive skills development. Cognitive (comprehension) skills will be embedded into units of study allowing for direct and explicit instruction on basic reading skills development school-wide.
- A school-wide assessment system has been put in place for reading. All students are assessed in reading using the Fountas and Pinnell Benchmark Assessment System. Professional Development workshops have trained teachers in using and interpreting all components including; accuracy rates, miscue analysis, fluency, reading rate and comprehension. Management structures to record, organize, and analyze student data has been put in place. Using the data, teachers set goals for each student in the areas of accuracy, fluency, and comprehension.
- In mathematics, classroom teachers/push-in teachers use Everyday Math individual profiles of progress, unit assessments, periodic assessments, and grade specific number sense assessment designed to identify underlying problems with basic numbers and operations to assist in identifying students in need of additional support. Goals are set for each student based on their individual needs.

BARRIERS TO CONTINUOUS IMPROVEMENT

- Ongoing communication with parents regarding curriculum was identified in the Learning Environment Survey. Communication with parents regarding the instructional program in their child's class, including special events, trips, and celebrations have increased overall parent involvement. However, while our diverse languages and cultures add to the richness of our school community, they may prevent parents from feeling confident in their ability to communicate and collaborate with teachers and administration and to participate fully in their children's education.
- The transient population can be a barrier to improvement. Parents remove their children from school anywhere between four weeks to three months to return to their native country. While there, most students do not attend school and are again immersed in their native languages and customs. Most times upon their return to P.S. 102, students cannot be placed in their original class and have to start assimilating all over again. English language skills have suffered as well as any academic progress. In reality these students are "newcomers" all over again. This transient population prohibits continued and ongoing growth of one of our largest subgroups.

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.

ANNUAL GOAL	DESCRIPTION
SMART GOAL - By June 2010, the number of tested students achieving a level 4 in reading on the NYS ELA assessment will increase by 3.2%.	After analyzing our data, it was determined that progress is being made in ELA. An analysis of a three-year trend in ELA total school performance for all tested students indicated there is a continual increase in our level threes. However, there is a need to move our level threes to level fours, which was our most significant change.
ANNUAL GOAL	DESCRIPTION
SMART GOAL - By June 2010, 10% of tested students scoring a level two will move to level three on the NYS ELA assessment.	After analyzing our data, it was determined that progress is being made in ELA. Over the last three years, our level two students have decreased by 13.2%. Further analysis of our data showed that 13.2% of our level two students were less than .02 away from reaching a level three.
ANNUAL GOAL	DESCRIPTION
SMART GOAL - By June 2010, the number of tested students achieving a level 4 in mathematics on the NYS Math assessment will increase by 6.1%.	After analyzing our data, it was determined that progress is being made in mathematics. In 2007 13.6% of P.S. 102 students were in levels one and two, by 2009 this number decreased to 7.6%. In the same period the number of students in levels three and four increased by 6.1%. Our aim is to continue this trend and our goal is to further increase the number of students in levels three and four.

ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL - By June 2010, the number of English Language Learners in grades K-7 achieving the Proficiency level on the NYSESLAT will increase by 6%.</p>	<p>After analyzing our data, it was determined that although the number of students who achieved a proficient level has increased, the rate of increase has not balanced with those students achieving the advanced and intermediate levels.</p>
ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL - By June 2010 our survey response rates for communication with parents and teachers will increase by .5 as indicated by the Learning Environment Survey Report.</p>	<p>After analyzing the Learning Environment Survey, it was determined that although our Monthly Grade Newsletter has increased our communication between parents and teachers, additional communication is needed. The K12 Automated Alert System will be utilized to augment parent communication in regards to school wide information.</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): ENGLISH LANGUAGE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of tested students achieving a level 4 in reading on the NYS ELA assessment will increase by 3.2%.</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>	<ul style="list-style-type: none"> • Utilize the goal setting templates and protocols in reading that includes: yearly goals, interim goals in accuracy, fluency, and comprehension three times during the year. • Teachers will create attainable but rigorous goals based on analysis of Fountas and Pinnell benchmark assessments. • Teacher will focus on the six cognitive strategies to increase comprehension. • The Literacy Coach will provide Professional Development workshops focusing on analyzing the Fountas and Pinnell assessments; setting individual focus goals; and providing instructional strategies for meeting those goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • After school workshops funded through Children’s First Tax Levy. • Consultants from the AUSSIE funded through Title I, School Wide Projects, 5% set aside for highly qualified staff • Literacy Coach facilitating professional development funded through Title I School Wide Projects • Inquiry Teams were instituted in all grade levels.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Triannual administration of the Fountas and Pinnell Benchmark Assessments to monitor and update student progress of at least one year’s growth from September to June. • Standardized report card ratings • Ongoing monitoring and review of assessment binders. • Predictive assessments • NYS ELA assessment

English Language Arts

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 10% of tested students scoring a level two will move to level three on 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>	<ul style="list-style-type: none"> • Utilize goal setting templates and protocols in reading that includes: yearly goal, interim goals in accuracy, fluency, and comprehension three times during the year. • Teachers will create attainable but rigorous goals based on analysis of Fountas and Pinnell benchmark assessments. • Recipe for Reading; <u>Making Connections</u>, <u>Focus</u>, and <u>TIME Exploring Nonfiction</u> are being used by push-in teachers for grades 3-7 to improve comprehension. Individual conferencing guided reading and small group strategy lessons are provided by push-in AIS teachers and classroom teachers during literacy blocks and before school. • The Literacy Coach will provide Professional Development workshops focusing on analyzing the Fountas and Pinnell assessments; setting individual focus goals; and providing instructional strategies for meeting those goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • After school workshops funded through Children’s First Tax Levy. • Consultants from the AUSSIE funded through Title I, School Wide Projects, 5% set aside for highly qualified staff • Push-in teachers funded through Tax Levy Fair Student Funding and Early Grade Class Size Reduction • Literacy Coach facilitating professional development funded through Title I School Wide Projects
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Triannual administration of the Fountas and Pinnell Benchmark Assessments to monitor and update student progress of at least one year’s growth from September to June. • Standardized report card ratings • Ongoing monitoring and review of assessment binders. • Predictive assessments • NYS ELA assessment

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of tested students achieving a level 4 in mathematics on the NYS Math assessment will increase by 6.1%.</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>	<ul style="list-style-type: none"> • Continue the school-wide focus goal to improve Number Sense and Operations with interim focus goals to be monitored and updated three times during the year in all grades K - 7. • Teachers will analyze the number sense assessments to establish rigorous goals for every student. • Increase the use of group work in mathematics in order to reduce the amount of direct instruction and to promote use of the mathematics process strands. • The Math Coach will provide Professional Development workshops focusing on using the Number Sense grade level assessments to set individual focus goals; and provide instructional strategies for meeting those goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • After school workshops funded through Tax Levy Fair Student Funding • Math Coach facilitating Professional Development funding through Contract for Excellence (C4E)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Triannual administration of the Number Sense and Operations assessment (developed in house) to monitor and update student progress of at least one year's growth from September to June. • Standardized report card ratings • Teacher observations (kid watching) • Predictive assessments. • Customized interim assessments (triannual) aligned to the marking period goals. • NYS Math Assessment

Subject/Area (where relevant): English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of English Language Learners in grades K-7 achieving the Proficiency level on the NYSESLAT will increase by 6%.</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>	<ul style="list-style-type: none"> • ESL teachers will prepare students for the NYSESLAT by providing small group instruction both during the school day and in after school. • Writing assignments will be generated which are aligned to the writing component of the NYSESLAT. These assignments will be incorporated into the writing units of study and used during after school instruction. • The ESL Department will provide Professional Development workshops focusing on the format of the NYSESLAT; strategies to target the different sections of the NYSESLAT; and implications for instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • ESL after school program funded through Title III • ESL professional development workshops funded through Title III • ESL extended day program
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Ongoing monitoring and updates of Fountas and Pinnell Benchmark Assessments three times a year. • Ongoing monitoring and review of assessment binders • Ongoing monitoring and assessment of individual student writing • Results from the ELL Periodic Assessments • Performance on NYSESLAT practice tests

Subject/Area (where relevant): Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase communication between parents and teachers by 7.5 in 2009 to 10.0 by June 2010, as indicated on the Learning Environment Survey Report.</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>	<ul style="list-style-type: none"> • The K12 Automated Alert System will be utilized to augment parent communication in regards to school wide information. • Every grade/classroom will continue to generate a newsletter every month informing parents of curriculum topics for that month in ELA, Math, Social Studies, Science, the Arts, Physical Education, and Word Study. These newsletters will also include homework tips, special events/celebrations and any other “news worthy” items for the month. • At tri-annually scheduled intervals, classroom teachers will continue to send home information for parents on the progress of their children, including what individual support parents can offer at home.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Children First Tax Levy funds will be allotted for supplies, such as, paper, ink cartridges, and, if necessary, software programs (Print Shop). • Fair Student Funding allowed us to utilize the K12 Automated Alert System.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Collection and review of monthly newsletters generated by each grade/class by supervisors before distribution to parents. • Parent feedback at Parents’ Association conferences and parent workshops on effectiveness of this newsletter.

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 Counselors	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0			
1	40	13*	N/A	N/A	4			
2	37	1 *	N/A	N/A	0			
3	18	9*	N/A	N/A	2			
4	10	4*	10	10	1			
5	16	10	16	39	0			
6	0	0	0	0	0			
7	0	0	0	0	0	At the present no AIS students need these services	At the present no AIS students need these services	At the present no AIS students need these services
8								
9								
10								
11								
12								

*At the second semester the school switches our academic intervention services from ELA to mathematics.

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.

o **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:	This program provides additional ELA instruction using the push-in model during the school day, the early morning 37.5 minutes, and after school. AIS students are the focus of the inquiry groups on each grade. Foundations is a phonics-based reading program provided in a small group by a push-in AIS teacher in grades 1-2. Recipe for Reading is also a phonic-based program provided by the AIS push-in teachers in grades 3-5. <u>Making Connections</u> , <u>Focus</u> , and <u>TIME Exploring Nonfiction</u> are being used by push-in teachers for grades 3-6 to improve comprehension. Individual conferences, guided reading, and small group strategy lessons are provided by push-in AIS teachers and classroom teachers during literacy blocks.
Mathematics:	This program provides additional mathematics instruction using the push-in model during the school day, the early morning 37.5 minutes, and after school. Students are served through individual conferences and small group strategy lessons. A constructivist approach is utilized to build math concepts. Planning and ongoing assessment of students are done in collaboration with the classroom teachers.
Science:	Students who were identified as at-risk based on the results of the 4 th grade NYS Science exam are provided with intervention services during the school day and the early morning 37.5 minutes, emphasizing reading and writing nonfiction, specifically science related material. After school materials were selected to support a unit of study in nonfiction.
Social Studies:	Students, who are identified as at-risk based on the results of the 5 th grade NYS Social Studies exam, are provided with intervention services emphasizing reading and writing nonfiction during the school day and early morning 37.5 minutes, using Social Studies related material. After school materials were selected to support a unit of study in nonfiction.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor as a member of the Academic Intervention Team advocates for programs and services that positively impact student success. She provides developmental as well as prevention and intervention services. She supports and advises when students have academic, social, or emotional issues. She focuses on reducing disciplinary referrals and suspension rates. She teaches students' mediation and conflict resolutions. She facilitates access to community resources.
At-risk Services Provided by the School Psychologist:	The School Psychologist provides crisis intervention services and communication with outside agencies for clinical or medical services for our students. He also consults with teaching staff on prescriptive educational strategies and behavioral interventions.

At-risk Services Provided by the Social Worker:	The Social Worker provides clinical supportive services as needed to at-risk students and their parents. Students are given support in dealing with learning and social issues. The Social Worker also makes referrals to outside community agencies for SWP, LEP, and the economically disadvantaged. She also consults with teaching staff on strategies and behavioral interventions.
At-risk Health-related Services:	The P.S. 102 nurse helps/teaches children on how to manage their asthma. The nurses see the children (with parental consent) in grades 3-5 twice a year “Open Airways” classes (6 sessions). Teaching by nurses is done throughout the school year to those on asthma medications as needed. Our health cluster teacher provides grades K-2 during September to January and grades 3-5 during February to June. She provides service on the following topics: mental health, personal and consumer health, physical activity, injury prevention, alcohol and other drugs, community and environmental health, family health, nutrition, and tobacco.

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

Language Allocation Policy 2009-2010

Language Allocation Policy Team Composition

The members of the LAP team include: A. Pisacano, Principal, M. Dzwonek, Assistant Principal, A. Hernandez-Dilone, Parent Coordinator, D. Hudson, Parent, L. Duke, Literacy Coach, M. Colbert, Teacher, D. Gagliardotto, Teacher, J. Patti, ESL, B. Leibowitz, Testing Coordinator, and A. Arduini, Guidance Counselor.

ELL Demographics P.S. 102 Q is located in Elmhurst, New York. This preK to 7th grade school serves a population of approximately 1,028 students from culturally diverse backgrounds. The community is home to many new immigrants from China, Columbia, the Philippines, and various other Asian, European and Hispanic countries. The following table shows the breakdown of the number of ELLs in each language group for the 2009-2010 school year:

Language	K	1	2	3	4	5	6	7
Spanish	10	15	13	6	14	9	7	3
Chinese	20	22	15	10	10	13	5	4
Bengali	3	2	1	2			1	1
Urdu		1		1	1		1	1
Indonesian	2			2				
Korean	1							
Tibetan	1							
Hindi		1	1			1		
Japanese						1		
Vietnamese	1							
Burmese	1			1				1
French-Khmer				1				
Filipino	1				5			1
Thai							1	1
Greek								1
Total	40	41	30	23	30	24	15	13

P.S. 102 implements the Free Standing English as a Second Language Program for approximately 216 English Language Learners (ELLs) in eight grades, K-7. That is about 21% of the student population in the school. There are 40 ELLs in Kindergarten, 41 in first grade, 30 in second grade, 23 in third grade, 30 in fourth grade, 24 in fifth grade, 15 in sixth grade and 13 in seventh grade. Out of these students, 25 are in special education classes.

Parent Involvement

P.S. 102 respects and values parental involvement in the decision-making process. Registration of newly enrolled students as well as ELLs does not occur prior to the start of the school year. Upon registration, all parents complete the Home Language Identification Survey (HLIS), indicating whether and to what degree their children use a language other than English at home. Using the city guidelines, the school reviews the HLIS and identifies students eligible for LAB-R testing. After the students are tested and found eligible to receive ESL services, the school provides the parents of the newly enrolled ELLs with an orientation that describes various programs and activities for ELLs.

At the parent orientation sessions, program placement options are presented with clarity and objectivity. The meetings focus on orientating the parents to the school system and explaining program options. The school's Parent Coordinator translates all of the information presented to the parents in Spanish and one of the ESL teachers translates in Chinese. They clarify and answer any questions that parents may have.

A video in nine languages provides parents of the ELLs with information on the new reorganization and their right to choose educational options for their children. Parents get information about the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with the ELL Parent Brochure, which is available in different languages.

At the orientation sessions, the parent of each ELL fills out a Parent Survey and selects a program for their child. The program offered at our school is aligned with what parents have been requesting. The school periodically reviews the Parent Survey and Program Selection Forms to find trends. The trend over the last few years is that most parents selected the English as a Second Language Program. The few parents that showed an interest in a Bilingual Education Program selected the ESL program after being told that our school did not have a sufficient number of students for a bilingual class and if they wanted, they could have their children placed in a bilingual class at another school.

The ESL Department ensures that all entitlement letters and Parent Survey and Selection Forms are returned in a timely manner. Teachers use class lists of their ESL students to check off which forms have been returned. If the student does not return the form by the due date, teachers will distribute a second form to take home. If the form is not returned for the second time, teachers will call the parent and ask them to make sure the form is signed and returned to school.

The school conducts parent workshops with the assistance of the Parent Coordinator. The ELL parent workshops focus on orienting the parents to the school system and explaining program options, standards, curriculum, assessments, student expectations, general program requirements and how parents can help their children at home. Workshops on familiarizing parents with the ELA and NYSESLAT are given during the year. By attending these workshops, parents become more aware of the format of these assessments. They are given suggestions on how they can provide additional support for their child at home.

During these workshops, ESL teachers evaluate the needs of parents during a Questions and Answers session. Parents are given the opportunity to discuss any needs or concerns they may have. Additionally, the ESL Department sends out a survey to parents asking them what types

of workshops they would like to attend, what language they are most comfortable with and what time is more convenient for them to attend these workshops.

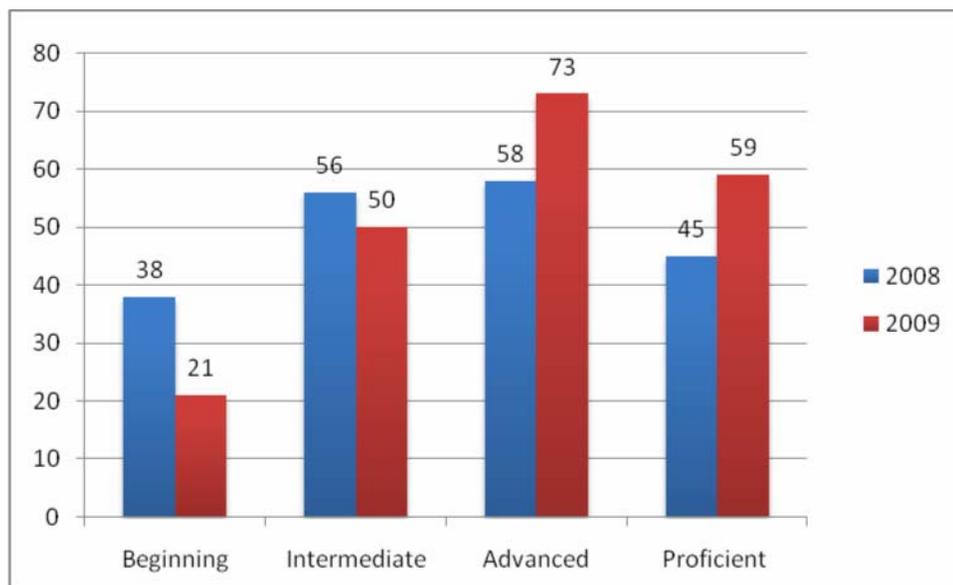
In order to develop a welcoming environment and parent participation, the school invites parents to various celebrations throughout the year; such as Meet the Teacher, Halloween and The 100th Day of School.

Assessment Analysis

NYSESLAT:

Every year the ESL Department analyzes test results. The following table shows the number of students in each grade that took the NYSESLAT in Spring 2008 and Spring 2009:

	BEGINNING		INTERMEDIATE		ADVANCED		PROFICIENT	
	2008	2009	2008	2009	2008	2009	2008	2009
School	38	21	56	50	58	73	45	59
K	17	6	23	15	14	11	4	8
1	8	3	2	10	8	12	16	31
2	5	3	15	9	13	8	2	1
3	2	3	8	8	10	16	8	9
4	3	3	3	5	6	10	9	4
5	3	3	5	1	7	9	6	2



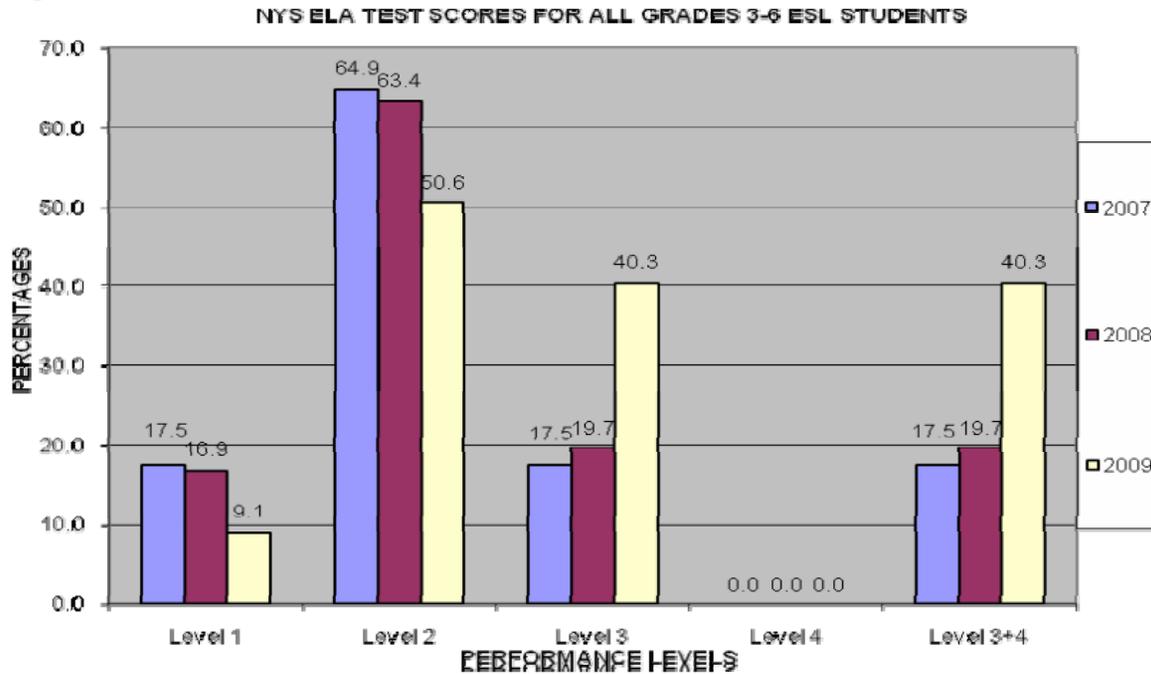
After reviewing NYSESLAT data from Spring 2009, several patterns were revealed. The total number of students who scored on the Beginning level decreased from 38 students to 21 students. The total number of Intermediate students also dropped from 56 students to 50 students. There was an increase in the total number of Advanced and Proficient students. The total number of Advanced students increased from 58 to 73 and the total number of Proficient students increased from 45 to 59.

Most students in Kindergarten scored at the Beginning and Intermediate levels in Reading and Writing, but at the Intermediate and Advanced levels in Listening and Speaking. This shows that these students made good progress in Listening and Speaking throughout the year. However, in order for these students to acquire proficiency in Reading and Writing, they need more time in the ESL program so they can continue to strengthen their reading and writing skills. In first grade, 55% of the students that were tested in Spring 2009, scored at the Proficient level. This shows us that the students were more comfortable and familiar with the format of the test, since they had previously taken a test of the same format in Kindergarten. Also, ESL teachers used data from the NYSESLAT of the previous year to target student weaknesses within the four modalities (listening, speaking, reading and writing). In second grade, 81% of the students that were tested in Spring 2009, scored at the Intermediate and Advanced levels. All of these students are either Advanced or Proficient in Listening and Speaking. In Reading and Writing, most of the students are Intermediate or Advanced. In third grade, 67% of the students that were tested in Spring 2009 scored at the Intermediate and Advanced levels. The same patterns were revealed across the four modalities as in second grade. Using these results, ESL teachers will form small groups and target specific reading and writing skills to help students achieve proficiency in these areas. We will incorporate writing activities to match the writing component on the NYSESLAT when planning units of study and after school instruction.

The patterns seen across NYSESLAT modalities will affect instructional decisions. Teachers will group students based on their needs in reading, writing, listening and/or speaking. They will provide students with support and activities to help them progress to the next level of proficiency. Teachers may also make adjustments to their schedule in order to give students more support in their area of need.

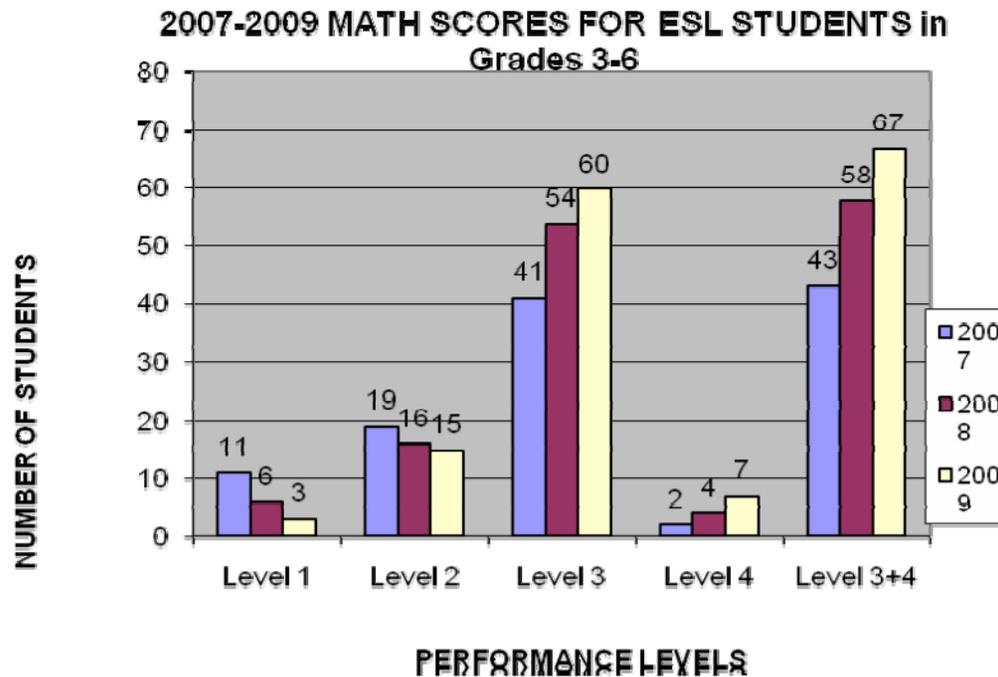
After the ESL department analyzes data from the NYSESLAT, they provide the classroom teachers with information disaggregated by proficiency levels and modalities. Through monthly congruence sessions, they discuss with classroom teachers the progress made by ESL students. This information is gleaned through one to one conferences, small group instruction, and interim assessments.

Results from the New York State English Language Arts exam were also analyzed. The following graph shows results from the ELA over a three-year period:



After examining the results from the New York State English Language Arts exam, it was found that the number of ESL students who scored a level one decreased 8.4% from 2007 to 2009. There was also a 14.3% decrease in the number of students who scored a level two. The number of ESL students who scored a level three increased 22.8% from 2007 to 2009. Teachers will use this data to help them plan instruction accordingly during the ELA test prep period.

Results from the New York State Math exam were also analyzed. The following graph shows results from the Math exam over a three-year period:



After analyzing the results from the New York State Math Exam, it was found that 46% of ELLs in grades 3-6 scored a level 3 or 4. There has been a steady increase in the number of students who achieved a level 3 or 4 over the last three years. There has also been a steady decrease in the number of ELLs scoring at a level 1 or 2.

The school administrators and teachers also analyze and use the results of the ELL Interim Assessments to adjust instructional goals accordingly. The school administrators and the ESL department use this information to provide professional development for classroom teachers and purchase materials to help students in the areas of need. Teachers also use the data to target student weaknesses across the four modalities.

Planning for ELLs

The school uses the push-in (co-teaching) model, which promotes collaboration between the classroom teacher and the ESL teacher, decreases in-class instruction time loss, and decreases student travel time to and from the ESL classroom. Six certified ESL teachers push into the classroom to service the ELLs. They collaborate with classroom teachers in providing differentiated instruction to support the ELLs in reading and writing workshops. The overall goal is to incorporate ESL strategic instruction and methodologies in every lesson.

The ESL program provides students with language arts instruction using ESL strategies and methodologies and assists students in achieving the state-designed level of English proficiency for their grade. The ESL teachers make content comprehensible by using resources that support each unit of study, such as leveled books, books by genre, realia, graphic organizers and charts. ESL teachers also focus on vocabulary development to enrich language and make content understandable for ELLs. They focus on sight words as well as content related vocabulary. Teachers use the words in context and incorporate pictures as often as possible in order to make them more meaningful for ELLs.

Collaborative teaching is in process when classroom and push-in ESL teachers meet during monthly Congruence sessions to discuss students' academic achievement or teaching points of each unit and each week. They use formal and informal assessment, conference notes, and students' portfolios to help determine what differentiated instruction is needed. Teaching points are comprised of language that assists students in gaining a clear understanding of the goals set for each lesson.

During the workshop, the ESL teacher collaborates with the classroom teacher during the mini-lesson to scaffold the instruction through ESL methodologies. Once the mini-lesson is over, the ESL teacher scaffolds and then provides small group instruction to groups comprised of ESL students who are on the same proficiency levels. Oral and written language development is achieved through small group/task oriented instruction. Language functions and structures are taught within the context of the lesson. The ESL teacher also confers with students on a one-to-one basis. The teacher gives strategy lessons and guides students through accountable talk, language experience, shared and guided reading and modeled, shared, interactive or guided writing. In addition, the ELLs receive instruction in grammar/word study and vocabulary development to increase language acquisition. These differentiated instructional methodologies help newcomers, SIFE and long term ELLs. Instructional methodologies derive from the needs of those students through on-going assessment. Student assessment is conducted through teacher/student conferring, small group instruction, portfolios, running records, Fountas and Pinnell Benchmark assessments, ELL Periodic assessments, LAB-R and NYSESLAT scores. To assess early literacy skills, teachers use on-going running records and Fountas and Pinnell Benchmark assessments.

Students in the ESL program receive all instruction in English. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels (as determined by the LAB-R or NYSESLAT scores). The beginning and intermediate students receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes a week of ESL instruction. To assure that the mandated number of instructional minutes is provided, ESL teachers create their schedules based on the proficiency levels of the students.

ELLs who exhibit adequate progress in their studies get additional services such as Academic Intervention Service. All ELLs receive supplemental instruction at different times during the year in After School classes provided by the Title III program.

The school has formed teams to assess and determine instruction methods for ELLs. The Academic Intervention Team meets weekly to review the progress of students who have been referred. The School Leadership Team assesses the progress of all students and discusses the implications on the CEP.

We give priority to SIFE students when we recommend ELL students for the After School program and other tutorial programs that our school offers. ELLs in U. S. schools less than three years are placed in classrooms based on their proficiency levels to make sure that they are properly serviced. For SIFEs and long term ELLs, we study each case and decide what other services should be provided, such as AIS, Saturday Academy and/or after school programs.

For those ELLs who are identified as having special needs, we follow the recommendations for goals and objectives as per their IEP. ESL teachers collaborate with classroom teachers to discuss these goals and plan instruction accordingly.

In our Extended Day Morning Tutorial program, we offer additional support to ELLs. To address the needs of newcomers, we offer a program called Recipe for Reading. This phonics-based program is used to help newcomers start reading and writing in English. The students attend the program four times a week and are assessed on their progress.

ELLs who have achieved proficiency on the NYSESLAT are referred to the Academic Intervention Team for instructional support. An academic intervention specialist provides this support. Students are instructed individually or in a small group. Individual student progress is discussed at weekly AIT meetings.

Resources and Support

The classroom environment is print rich and reflects evidence of rigorous instruction that highlights students' current work as aligned to the New York State ESL Learning Standards. The classroom libraries and instructional materials are aligned with the school's core curriculum and reflect the language of instruction, English. The classroom schedules (the flow of the day) are posted in the language of instruction so that the students can acclimate to the routines and rituals. Charts and word walls are used together with other teaching materials to provide a wide range of print and visual resources designed for increasing English language proficiency.

The school provides teachers with various instructional materials to support ELLs. In the lower grades, Leap Frog, books on tape, big books, leveled Guided Reading sets, picture dictionaries, First Thousand Words CD-Rom and Jazz Chants are some of the resources that are available to teachers. In the upper grades, National Geographic guided reading sets, Comprehension Matters skills sets, Recipe for Reading, Connecting Vocabulary, big books and books on tape are available to teachers. In addition, sets of content related books in the areas of Social Studies and Science are available for teachers to use during small group instruction.

Professional development at P.S. 102 is on going. It includes planning for language development in reading and writing, scaffolding lessons, using differentiated instruction, using ESL methodologies, collaborative teaching, NYSESLAT preparation and meeting the New York State standards. Test results are shared with staff and scores are analyzed for instructional modification. Additionally, ESL teachers attend outside professional development workshops and turnkey information to the all teachers working with ELLs.

Specific workshops have been planned for professional development days (Election Day and Brooklyn Queens Day) as well as after school sessions prior to administration of the NYSESLAT. This will ensure that teachers will receive at least 7.5 hours (or ten hours for special education teachers and special education paraprofessionals) in strategies to assist ELL students. Several staff members that work with ELLs attend these workshops. This may include Assistant Principals, ESL Teachers, ESL Coordinator, Common Branch Teachers, Subject Area Teachers, Special Education Teachers, Guidance Counselors and Paraprofessionals.

We do not have a bilingual program at our school; however, we promote the use of the students' Native Language where it is helpful. We encourage students to transfer their Native Language skills whenever possible. We ask students to use their Native Language to help newly admitted students when necessary. We often place students with little or no English in partnerships or triads that includes a student that speaks the same Native Language. Therefore, the new student can still engage in partner conversations. We also give students the opportunity to write in their Native Language, if they have not yet acquired the skills needed to write in English. A staff member will then translate the student's writing into English. To provide additional support in the Native Language, students are provided with glossaries containing words related to the content areas.

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 24	School P.S. 102Q
Principal Anthony Pisacano	Assistant Principal Michele Dzwonek
Coach Laurie Duke	Coach
Teacher/Subject Area Melissa Colbert	Guidance Counselor Alison Arduini
Teacher/Subject Area Diana Gagliardotto	Parent Diane Hudson
Teacher/Subject Area Josephine Patti	Parent Coordinator Arelis Hernandez–Dilone
Related Service Provider	SAF
Network Leader	Other Barbara Leibowitz

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	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	1028	Total Number of ELLs	216	ELLs as Share of Total Student Population (%)	21.01%
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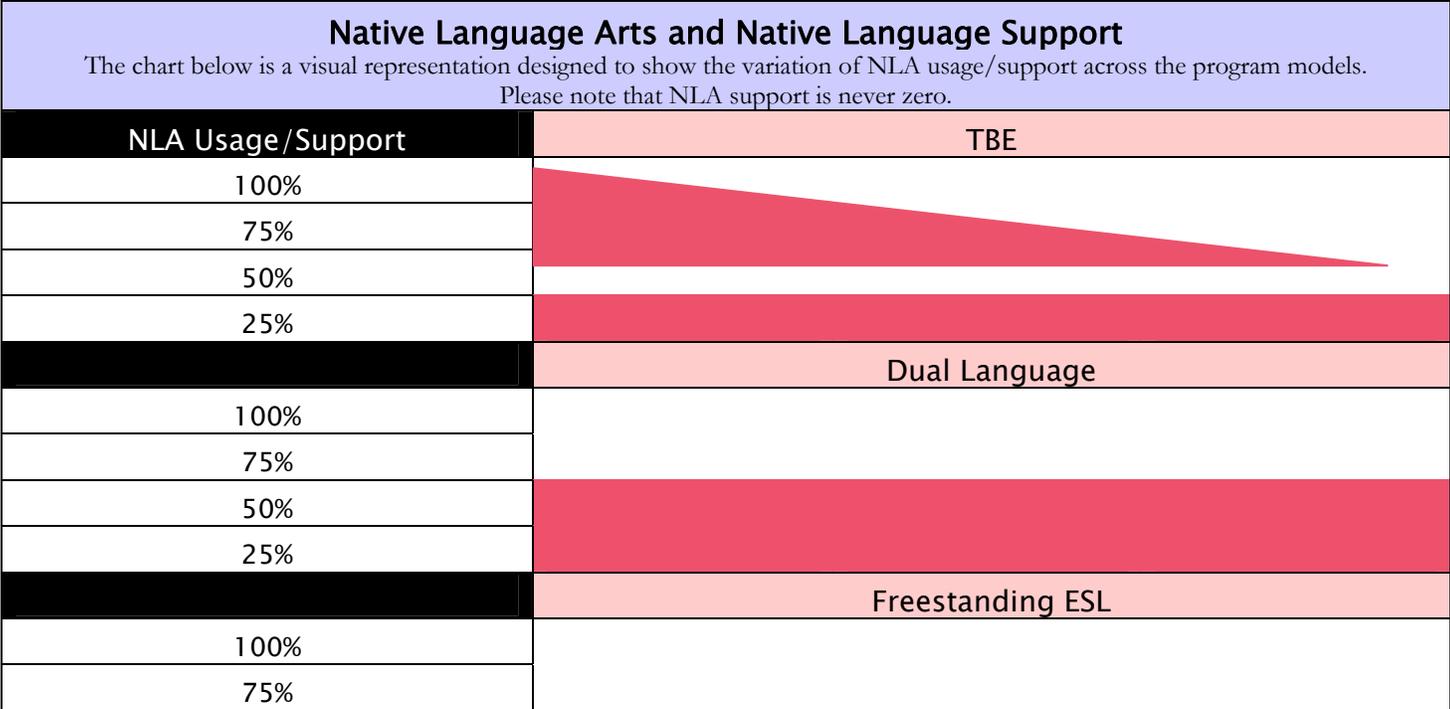
Part II: ELL Identification Process

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

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)	6	3	3	3	3	3	0			21
Intermediate(I)	15	12	9	8	5	1	2			52

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

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

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)
Michele Dzwonek	Assistant Principal		
Arelis Hernandez-Dilone	Parent Coordinator		
Josephine Patti	ESL Teacher		
Diane Hudson	Parent		
Melissa Colbert	Teacher/Subject Area		
Diana Gagliordotto	Teacher/Subject Area		
Laurie Duke	Coach		
	Coach		
Alison Arduini	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Barbara Leibowitz	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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) K-7 **Number of Students to be Served:** 207 LEP 0 Non-LEP

Number of Teachers: 6 **Other Staff (Specify):** 0

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.

P.S. 102's Title III program provides English Language Learning with supplemental instruction in an After-School program. The instructional program will service ELLs in grades 1-7 who scored at beginning, intermediate and advanced levels on the NYSESLAT.

The After-School program specifically addresses instruction in English to improve literacy and math performance. It will meet two days a week for a total of three hours a week. This program will meet for approximately 20 weeks beginning in November 2009 and concluding in April 2010. (This program will service approximately 10-15 students in five classes with five fully certified ESL teachers. Instruction will be provided in English to help students meet the standards in ELA. Instruction will focus on literacy using ESL strategies and methodologies to help students achieve higher scores on the NYSESLAT and the other City and State Assessments.

Teachers will use ongoing assessment such as one-to-one conferences, and small group instruction to gauge the student progress. Supplementary materials will be provided to augment a variety of instruction. Among those are Options Just Right Reading, Connecting Vocabulary, Getting Ready for the NYSESLAT, and Options Language Skills. General instructional supplies such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program.

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.

P.S. 102's Title III professional development program will focus on providing staff with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning standards in ELA and Math and to achieve higher scores on all state assessments. Teachers participating in the professional development workshops will be paid at the per session rate. These professional development sessions will be facilitated by six fully certified ESL teachers.

Topics that will be addressed during these professional development sessions are as follows:

1. One two-hour professional development session will be devoted to the analysis of NYSESLAT scores. Participating teachers will produce individual student profiles and plan necessary instructional strategies to help meet the needs of those ELLs in ELA, math, and the other content areas. (Grades K-7)
2. One two-hour professional development session will be devoted to strategies needed to prepare ELLs to meet the NYS ESL Standards and to gain a clear understanding of the NYSESLAT. Participating teachers will produce an ESL test preparation unit of study and compile a packet of materials to be used during this unit of study (Grades K-7).

School: P.S. 102 BEDS Code: 342400010102

Title III LEP Program
 School Building Budget Summary

Category	Budget Amount	Proposed Expenditure
Code 15 – Professional Salaries Instructional Professional Development Parent/Com. Involvement Total Code 15	\$ 18,157. \$ 1,638. \$ 504. \$ 20,299.	Professional salaries for after school program Professional salaries for professional development Professional salaries for parent workshops
Code 16 – Support Staff Salaries	\$ 815.	Support staff salaries
Code 45 – Supplies and Materials Instructional Professional Development Parent/Com. Involvement Total Code 45	\$ 5,979. \$ 400. \$ 100. \$ 6,479.	General instructional supplies for the after school program Office supplies, instructional supplies, food and refreshments General instructional supplies and refreshments for parent workshops
Code 80 – Employee Benefits Instructional Professional Development Parent/Com. Involvement Total Code 80	\$ 3,528. \$ 305. \$ 94. \$ 3,927.	Employee benefits Employee benefits Employee benefits
School Budget Summary Total	\$31,520.00	

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.

In October a survey is conducted in every classroom to identify the language parents would be most comfortable receiving school information. An Excel spreadsheet was created and used by Administration, Teachers, and School Aides to disseminate translated versions of pertinent school information (attached). The survey identified the numbers of these languages: English 476 (52%), Chinese 196 (22%), Spanish 190 (21%), Bengali 13 (1.4%) Urdu 8 (.9%) Korean 7 (.8%) Philippine 7 (.8%) Hindi 4 (.4%), Portuguese 4 (.4%) Indonesian 3 (.3%) and various others less than 3 (.3%) of the 910 responded. For oral interpretation we hire outside translators and use the interpretation unit of the Department of Education for the Chinese and Spanish, who are used during Parent Teacher Conferences.

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.

As noted above these findings were reported to the School Leadership Team as well as discussed with the Instructional Cabinet. Copies of the language survey were also distributed to teachers, administrators, and aides. The school aide staff subsequently used these numbers when distributing the translated versions. The results of the language survey were also shared with parents at a Parents Association Meeting. At a Faculty Conference, teachers were made aware of the translators hired for the Parent Teacher Conferences.

Our needs to be addressed include having translators at Parents Association Meetings, and Parent Teacher Conferences. Standard form letters generated at the school level will be translated into Spanish and Chinese. Letters generated by the Department of Education will be distributed in the eight main 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.

School-wide Board of Education notices, which are already translated, are given by the principal to the school aides for copying. Using the parent language survey, school aides prepare class packets based on the number of translated versions needed. Documents, such as form letters, permission slips, etc. will be translated into the covered languages through the Translation and Interpretation Unit . Classroom teachers will be responsible for having translated versions of report cards available to parents. Bilingual staff members translate any notices, letters, and flyers in house that need prompt distribution, ex. ESL orientations, AIS workshops, and after school workshops.

Our school will provide the following:

- *Health – we will translate notices, such as absence notices to parents using in-house staff or the Translation and Interpretation Unit.*
- *Safety – we will translate all notices regarding safety issues, such as our Evacuation Plan from the Safety Plan, Snow Day notices, etc. using the Translation and Interpretation Unit. We will also add a notation on blue emergency cards if the parent speaks a language other than English.*
- *Legal or Disciplinary Matters – we will translate all notices/letters, such as suspension letters, holdover letters, etc. using the Translation and Interpretation Unit.*
- *Entitlement to public education or placement in any special education, English Language Learner or non-standard academic program - all of these notices are already provided by the Department of Education in the primary languages.*
- *Telephone calls –Bilingual staff members will translate for emergency calls to parents/guardians*

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 will continue to hire outside vendors for translation into Spanish and Chinese at our Fall and Spring Parent Teacher Conferences. We will seek parent volunteers for translation services at Parents Association meetings. We enlist bilingual staff members for translation services during other pertinent meetings with parents. The Translation and Interpretation Unit will be used when needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The School Committee for Language Interpretation and Translation will fulfill Section VII of the Chancellor's Regulations.

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:	\$553,765.00	\$60,510.00	\$624,275.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,537.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$605.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,685.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,025.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$55,376.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,051.00	

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. **N/A**

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.

Title I Parent Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 102Q {in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act}, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 102Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council as trained volunteers and welcomed members of our school community. P.S. 102Q will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math, and use of technology);
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State, and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

P.S. 102Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 102Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent involvement Policy and asked to survey their member for additional input. To increase and improve parent involvement and school quality, P.S. 102Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system (e.g. NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Report);
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind;
- schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parent can do to help.

P.S. 102Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council
- establishing a Parent Resource Center or lending library; instructional materials for parents;
- supporting or hosting OFEA District Family Day events;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically designed to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities, and
- providing school planners/folders, for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

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 at the NYCDOE website link provided above.

School-Parent Compact:

P.S. 102Q, {in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act} is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 102Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;

- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationship and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year (e.g. Open School Week);

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports, and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g. school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Diane Hudson (Parents' Association President) on October 28, 2009.

This Parent Involvement Policy was updated on October 19, 2009.

The final version of this document will be distributed to the school community on November 10, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-wide 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.

Our needs assessment is based on the information from the NYS ELA and Math Exams and Progress Reports – see Section IV

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Greatest Accomplishments page 13

- 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.

See section III School Profile, and sections V and VI Annual Goals and Annual Plans

3. Instruction by highly qualified staff.

We have 100% of all teachers at PS 102 are fully licensed and permanently assigned to this school.

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 School-wide Program to meet the State's student academic standards.

Professional Development is a high priority at P.S. 102. Professional Development Teams, consisting of the Principal, Assistant Principal, staff coaches, grade leaders, and other outside consultants (i.e. A.U.S.S.I.E.), will meet weekly to assess needs and plan interventions. The following strategies are used to train and develop staff: demonstration lessons, co-teaching, onsite workshops/conferences, one-to-one conferences, supervisory observations, inter/intra visits, performance reviews, walkthroughs, local/national conferences, and dissemination of literature. Professional development is held on Professional Development Days (e.g. Election Day, Brooklyn-Queens Day), during monthly faculty and grade conferences, during weekly team meetings, after/before school and during the school day. The Principal, Assistant Principal, staff coaches and outside consultants assume the major responsibility for assessing, planning and implementing ongoing professional development at P.S. 102. Two full-time staff coaches (one math and one literacy) provide support for implementation of new, uniform curriculum requirements.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. *Not applicable – P.S. 102Q is not a high-needs school.*
6. Strategies to increase parental involvement through means such as family literacy services.

See Action Goal – Communication, Parent Involvement Policy, and School-Parent Compact

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

Kindergarten orientation days are scheduled every June for both parents and students. Parents meet staff and administration and get an overview of our Kindergarten Program. Additionally, the Parent Coordinator conducts parent workshops to help facilitate the transition to Kindergarten.

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.

Workshops have been given to teachers on using the data from Fountas and Pinnell Assessments and Periodic Assessments. Teachers also meet weekly in team meetings to discuss independent student goals, assessments and assessment tools, and progress of students in Inquiry Teams.

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.

Our Academic Intervention Team at PS 102 has been very proactive in identifying students in need of academic intervention services based on teacher recommendations; criterion referenced assessments, and standardized test scores. In reading, classroom teachers/ push-in teachers use Fountas and Pinnell Benchmark Assessments, periodic assessments, Scantron, running records, and standardized test scores to evaluate student progress. In mathematics, classroom teachers/push-in teachers use Everyday Math individual profiles of progress, unit assessments, periodic assessments, and grade specific number sense assessment designed to identify underlying problems with basic numbers and operations to assist in identifying students. Once identified an intervention plan is formulated by the team. The Academic Intervention Team meets weekly to discuss the progress of assigned students who are provided with strategies that include the Foundations, Recipe for Reading, Focus on Fluency, Focus, Making Connections, TIME for Kids Exploring Nonfiction, guided reading, and individual conferences..

More information can be seen at Appendix 1, Part B Description of Intervention Services

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.

Tax Levy, Title I, Title III, and PCEN funds will be consolidated to form a coordinated, comprehensive instructional program that benefits all students, including ELLs and students with IEPs. For example, additional primary level classroom teachers will be purchased by combining tax levy and Title I or PCEN funds.

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 N/A

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.
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.

¹ School Under Registration Review (SURR)

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

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two ESL teachers, one parent, and the literacy coaches. The committee found this finding not applicable to our school.

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

Applicable 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?

Our units of study are prepared by our Literacy Coach, our AUSSIE consultant, classroom teachers, and input from our ESL staff. They are aligned with our NYS Learning Standards and modifications are made by our ESL staff in order to accommodate our English language learners. Additionally, our after school programs are coordinated by the ESL department and the curriculum is aligned with our NYS standards as well. Our curriculum maps are embedded in our monthly units of study. The standards address what each student should know and be able to do at their current grade level. Skills to be mastered are highlighted and focused and each teaching point is a strategy needed to master those skills. This is done through a balanced literacy/workshop model.

Materials for ELA instruction are available to all learners. A well-stocked teacher resource center has books available from levels A to Z in multiple genres. In addition, our ESL staff provides books to meet the age and needs for ELL and struggling readers. Our listening centers and materials are available for the use of all classroom teachers.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two ESL teachers, one parent, and the math coach. The committee found this finding 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?

Based on our findings we determined that the process strands could be better utilized in order to bring more meaning to mathematics for our students.

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.

- *A school wide use of the Open-Ended assessment questions included in each Everyday Math unit has been required.*
- *The development of a Problem Solving curriculum requiring Reasoning and Proof (Math Investigation Centers).*

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two ESL teachers, one parent, and the literacy coaches. The committee found this finding not applicable to our school.

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

Applicable 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?

Our school uses the balanced literacy workshop for all of our grades. For Readers’ Workshop there is a 10 minute mini lesson, which is direct instruction followed by 45 minutes of either one to one conferencing, small group instruction (guided reading, strategy lessons), and independent activities such as, literature circles, reciprocal teaching, listening centers, and independent reading. There is also time allotted for children to talk about their reading with partners. A similar structure is followed during Writers’ Workshop. There is a 10 minute mini lesson, followed by 30 minutes of independent writing. One to one conferencing, small group instruction, and partnership work are embedded within the workshop.

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:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two ESL teachers, one parent, and the literacy and math coaches. The committee found this finding 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?

Our walkthrough revealed a high academically focused class time in mathematics, however we also observed an extensive use of direct instruction.

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.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.

- *An increased use of group work in mathematics in order to reduce the amount of direct instruction and to promote use of the process strands.*
 - *“Game Day Friday” has been established in order to improve academic progress in basic skills and to promote the use of group work.*
-

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two ESL teachers, one parent, and the literacy and math coaches. The committee found this finding not applicable to our school.

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?

The evidence dispelling the relevance of this finding showed that the percent of teachers with more than two years teaching experience in the school increased during the 2006 to 2008 period by 1.9%. Also, the number of teachers with more than five years teaching experience anywhere increased by 11.2%.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two ESL teachers, one parent, and the literacy and math coaches. The committee found this finding not applicable to our school.

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

Applicable 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?

Our ESL staff is given the opportunity to attend any and all Professional Development sessions offered by our ISC/LSO and NYC Department of Education. They then turnkey and provide Professional Development sessions at the school level periodically to our classroom teachers. Also, our Language Allocation Policy is available to all staff members.

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two ESL teachers, one parent, and the math and literacy coaches met to assess the relevance of this finding. They determined that it was not applicable.

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

Applicable 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?

At the beginning of each school year, the ESL school staff analyzes data from the NYSESLAT and provides the classroom teachers with information disaggregated by proficiency levels and modalities and discuss the progress made by ESL students. This information is gleamed through one to one conferences, small group instruction, and interim assessments.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the CEP coordinator, two special education teachers, one parent, and the math and literacy coaches.

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

Applicable 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?

Our school provides Professional Development for general ed teachers, special education teachers, and administrators to insure sufficient understanding of or capacity to fully implement the instructional approaches that will help to increase access to general ed curriculum and improved student performance. Through the ICI/LSO staff attends workshops on differentiated instruction, behavior management, building capacity in CTT model, as well as IEP writing and implementation. The ICI/LSO through the Network Support Specialist provides one to one Professional Development in all of the above areas.

All teachers who provide services to special ed students are given a copy of their students' IEP to insure that they are familiar with the content of the IEP as well as the accommodations and modifications that help support students with disabilities.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A school based committee was formed to assess whether this finding was applicable to our school. The committee members included the principal, the assistant principal, the CEP coordinator, two special ed teachers, one parent, and the literacy and math coaches. The committee found this finding 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?

This key finding does not apply to P.S. 102. Our special education classroom teachers, as well as our push-in teachers work with specials needs students in a small group setting using the appropriate materials for the students' levels. The general education and special education teachers consult with each other during regularly scheduled congruence time to create goals, objectives and promotional criteria monthly and at annual reviews. General education and special education teachers also meet to develop units of study in ELA, create math and social studies pacing calendars that are standards based on various grade levels. The limited number of IEP driven behavioral plans are implemented and monitored by our PPT/LRE team during regularly scheduled monthly meetings. Students who might need an IEP driven behavior/crisis intervention plan are discussed at our meetings. If a plan is deemed necessary, it is initiated at an annual review and a plan is devised with parental input and approval, then implemented and monitored. As of this date no such plan has been necessary for any special education student at P.S. 102. All behaviors are managed with appropriate classroom management techniques.

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.)

Presently we have no students in temporary housing.

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

If any students in temporary housing are admitted to our school we will provide the following services:

- *Academic programs and educational support services*
- *Basic/emergency supplies*
- *Counseling service*
- *Parental involvement*
- *Intervention programs*
- *Transportation once the student is permanently housed*
- *Outreach efforts to identify the STH population and help them access school programs*
- *Research based programs that benefit highly mobile students*
- *Data collection to assess the needs/progress of STH*

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.