



P.S. 100 THE CONEY ISLAND SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 100 THE CONEY ISLAND SCHOOL
ADDRESS: 2951 WEST 3 STREET
TELEPHONE: 718-266-9477
FAX: 718-266-7112

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010100 **SCHOOL NAME:** P.S. 100 The Coney Island School

SCHOOL ADDRESS: 2951 WEST 3 STREET, BROOKLYN, NY, 11224

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

SCHOOL CONTACT PERSON: Katherine A. Moloney **EMAIL ADDRESS** KMolone@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joann Brenner

PRINCIPAL: Katherine A. Moloney

UFT CHAPTER LEADER: Joanne Bullaro

PARENTS' ASSOCIATION PRESIDENT: Melissa Fantauzzi

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: ISABEL DIMOLA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Katherine A. Moloney	Principal	Electronic Signature Approved.
Joann Brenner	UFT Member	
Joanne Bullaro	UFT Chapter Leader	
Tatum Metellus	UFT Member	
Angela Acciarito	UFT Member	
Melissa Fantauzzi	PTA President	
Laura Torres	Parent	
Mariya Temir-Bulat	Parent	
Tamira Borkowsky	Parent	
Michael Flores	Parent	
Bonnie Schoenfeld	Parent	
Kerri Roth	UFT Member	
Leslie Gallagher	UFT Member	
Lina Lakhtarnik	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

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

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 100 The Coney Island School								
District:		21	DBN #:		21K100	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		20	18	18			93.4	94.1	TBD	
Kindergarten		104	101	129						
Grade 1		107	126	102	Student Stability - % of Enrollment:					
Grade 2		106	123	130	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		109	98	112			96.3	95.31	TBD	
Grade 4		111	108	104	Poverty Rate - % of Enrollment:					
Grade 5		116	110	102	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			65.6	65.6	73.5	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			2	7	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			6	3	6	
Ungraded		2	0	0	Special Education Enrollment:					
Total		675	684	697	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
					Suspensions: (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		24	21	32	Principal Suspensions		11	6	TBD	
# in Collaborative Team Teaching (CTT) Classes		6	9	9	Superintendent Suspensions		2	2	TBD	
Number all others		33	45	52	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
					CTE Program Participants		0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	115	97	108	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	5	30	Number of Teachers	48	49	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	93.8	100	TBD
				% more than 2 years teaching in this school	72.9	75.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	47.9	49	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	88	TBD
American Indian or Alaska Native	0	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.3	100	TBD
Black or African American	7.1	7	4.9				
Hispanic or Latino	7.6	7.9	7.7				
Asian or Native Hawaiian/Other Pacific Isl.	4.3	3.8	3.7				
White	81	81	82.4				
Multi-racial							
Male	51.3	49.9	50.1				
Female	48.7	50.1	49.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	77.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.
**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

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

In addition, teachers are encouraged to participate in professional development outside of the school. Consultants are brought into the school to provide additional support to new technology and programs. New teachers are given detailed feedback and high levels of support in developing curriculum and teaching skills.

P.S. 100 set up grade level inquiry teams last year. P.S. 100 must now go one step further. Vertical Inquiry teams need to be set up to improve student progress and performance across the grades. An analysis of Grade 3 NYS ELA reading assessment results over a three-year period from 2008-2010 indicates the following:

Results for all tested students indicate a 6% increase of students performing at level 1 and a 12.2% increase at level 2. The results for all students also indicates a 18% decrease of students performing at level 3 and no change in level 4. Overall 66.7% of all tested students are reading on levels 3 and 4.

An analysis of Grade 4 NYS ELA reading assessment results indicate a 3.9% decrease of students performing at level 1 and a 4.6% increase of students performing at level 2. Results also indicate a 8.6% increase at levels 3 and a 9.3% decrease at level 4. The Federal Title 1 accountability status in elementary level English Language Arts is in good standing. The State accountability status in elementary English Language arts is in good standing.

Analysis of Grade 5 NYS ELA Reading Assessment results over a three-year period from 2007 to 2010 indicates the following:

Results for all test students indicate a 4% increase of students performing at level 1 and a 11% increase of students performing at level 2. There was a 44% decrease of students performing at levels 3 and an increase of 18.4 at level 4.

In 2009 the overall ELA test score was 88.2%. In 2010 the school showed an 20.4% decrease (67.8%). The ELA scores have decreased. However, the change in cut scores on the ELA State exams makes it difficult to assess performance trends. A review of school assessments (grade and class tests), periodic assessments and standardized assessments reveals that students are demonstrating weakness in vocabulary (word study) in the content area, critical thinking skills, mechanics and writing a response to literature. Classroom teachers are continuing to develop

strategies to differentiate instruction by using data analysis. Teachers are engaging students at appropriate levels but need to further challenge students growth as critical thinkers. .

An analysis of Grade 3 NYS Mathematics test results over the three-year period from 2007-2010 indicates the following:

The percentage of third graders scoring at levels 3 and 4 is 67.8% down from last year's 96.9%.

An analysis of Grade 4 NYS Mathematics Assessment results over the three-year period from 2007-2010 indicates the following:

Results for all tested students indicate 79.2% a decrease of 7.2% over the three year analysis in students scoring at levels 3 and 4. The Federal Title1 accountability status in elementary level math is in good standing. The State accountability status in elementary-level math is in good standing.

An analysis of Grade 5 NYS Mathematics test results over the three-year period from 2007-2010 indicates the following: Results for all tested students indicate a .1% decrease of students performing at level 3 and 4 over this three year period. Currently, the percentage of fifth graders scoring at levels 3 and 4 is 90.2%

Performance Trends show that for the past 3 years the overall Math tests have not varied much. Trend information cannot be derived due to the score scale changes implemented by NYS. A review of school assessments, periodic assessments, and standardized tests show that P.S. 100 has an effective math program that helps students' performance and progress.

A review of the ELA student progress section on the Progress Report reveals that 70.0% of students are making at least 1 year of progress. This is an increase from last year. The percentage of students (ELA) in school's lowest 1/3 students making at least 1 year of progress is 72%.

A review of the Math student progress section on the Progress Report reveals that 73.5% of students are making at least 1 year of progress. This is a decrease. The percentage of students in school's lowest 1/3 students making at least 1 year of progress is 72%. The average change in student proficiency for level 1 and level 2 is 0.49. PS 100 received a B on the Student Progress Section. To continue to increase the percentage of students who are showing progress, the school will continue to implement differentiated instruction strategies.

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

P.S. 100 is a model SmartBoard School with all classrooms equipped with this technology and teachers who are SmartBoard certified. Additionally, students become proficient with technology through basic computer skills and computer art taught by our Media Teacher. Our Pre-K class is equipped with a Smart Table, to develop computer skills at even the youngest grade level.

Most important is our commitment to instilling a sense of responsibility and service. The Student Council is comprised of student representatives from grades 3-5. Every month our student council is

involved with philanthropic activities. The entire school participates in our fundraising activities. Along with our givebacks, the Student Council chooses a fun day every month to promote a cohesive community. Givebacks activities include addressing local issues (raising money for cancer research), community needs (food pantries and animal shelters), and International concerns (books for African Schools).

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

Though PS 100 has had many academic achievements over the years, the bar has been raised. In addition, new Common Core State Standards are being put in place. Our challenge is to make sure that there is a demanding and engaging curriculum in place which allows all our students to use higher level thinking skills.

Another challenge we have is Parent Involvement. Our PTA meetings are not well attended despite student recognition ceremonies, give-away incentives and other activities. We have seen an increase in parent attendance at Workshops which are offered in the morning after line-up. Our first planned morning PTA meeting was a success and we will consider additional morning meetings. The most challenging barrier to our efforts is the continuing budget cuts. As funding is reduced, we are forced to cut programs, materials and activities for children.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011, students in grades 3-5 including special ed and ELL populations will progress towards achieving the state standards as measured by a 5% increase in students scoring Levels 3 and 4 on the NYS Math Assesment by enriching vocabulary in the content area.	<input type="checkbox"/> Students will become more proficient in using mathematical vocabulary related to math functions and concepts with their response to open ended questions. This should enhance their understanding of open-ended questions and enable them to answer more completely.
<input type="checkbox"/> 2. By June 2011, Teachers will improve student writing skills so that there will be a 5% increase of students in grades 2-3 who will score at level 3 as measured by the In-House Spring Assessment modeled after the EPAL.	<input type="checkbox"/> Teachers will work on the fundamentals of writing (i.e. handwriting, organization, punctuation, editing) in order to improve response to literature skills.
<input type="checkbox"/> 3. By June 2011, students in grade 5 will show a 5% decrease in incidents as measured by the number of OORS incident reports by developing character development program.	<input type="checkbox"/> Students will learn life long skills to help them work together cooperatively with their peers as well as allow them to be contributing members (mentors) in polite society.
<input type="checkbox"/> 4. By June 2011 First grade students will show a 5% increase in scoring at the appropriate grade level on ECLAS by researching and implementing effective listening skills program	<input type="checkbox"/> Students will improve listening skills in order to follow directions as well as gather information to understand and complete a response to literature.

SECTION VI: ACTION PLAN

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

Subject Area

Math

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. By June 2011, students in grades 3-5 including special ed and ELL populations will progress towards achieving the state standards as measured by a 5% increase in students scoring Levels 3 and 4 on the NYS Math Assessment by enriching vocabulary in the content area.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Sept 2010- June 2011</p> <p style="padding-left: 40px;">Students not meeting standards will be identified and be encouraged to attend the Extended Day Program</p> <p style="padding-left: 40px;">Use of after-school program ELL program to help improve vocabulary development in the content areas.</p> <p style="padding-left: 40px;">Use of support staff (ELL specialist, SETSS teachers) to develop content area skills within their respective groups.</p> <p style="padding-left: 40px;">Various inquiry teams will work to find successful strategies to improve content area vocabulary skills.</p> <p style="padding-left: 40px;">Integrate math content vocabulary strategies within the science cluster program.</p> <p style="padding-left: 40px;">Fully utilize Network Specialists to support school goals with Professional Development.</p> <p style="padding-left: 40px;">ELL Teachers, SETSS Teacher, 16 Tax Levy Classroom Teachers, Science Cluster Teacher</p> <p style="padding-left: 40px;">Teachers will be trained on the new math CCSS and turn-key to all staff members.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Personnel costs covered by Title I, Tax Levy and other State funding as applicable. Research availability of materials (i.e. technical dictionaries) for purchase. Teachers will be trained on the new math CCSS and turn-key to all staff members.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Student scores on the Oct. and Jan. Acuity tests will be evaluated to help teachers modify strategies and reteach skills. Students will be able to show at least a 2% increase on these incremental exams.</p> <p><input type="checkbox"/> By spring of 2011 students in grades 3-5 will show a 5% gain in scoring on the State Math Test.</p>

Subject Area
 (where relevant) :

ELA Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. By June 2011, Teachers will improve student writing skills so that there will be a 5% increase of students in grades 2-3 who will score at level 3 as measured by the In-House Spring Assessment modeled after the EPAL.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>September 2009-June 2010</p> <ol style="list-style-type: none"> 1. Administration and staff will create schoolwide rubrics. 2. Use of support staff (ELL specialist, SETSS teachers, Funded Reading Teachers) will help to further develop writing skills within their respective groups. 3. Various inquiry teams will work to develop successful strategies to improve writing skills. 4. To help students acquire penmanship and clear legible handwriting, teachers in grades K-3 and the Occupational Therapist will focus on correct handwriting techniques. 5. Use of Network specialist to support school goals with Professional Development. 6. Use of in-house staff to provide Professional Development. 7. Provide parent workshops to help parents work with their children in the area of writing.

	<p>8. Research and purchase, if funds are available, a writing program.</p> <p>9.ELL Teacher, Funded Reading Teacher, SETSS Teachers, 16 Tax Levy Teachers</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funding sources including, Title I, Tax evy and NYS funding opportunities as appropriate.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Students will take the EPAL in January. Their work will be assessed so that teachers can plan appropriate lessons. This will be compared with the Spring '10, in-house assessment which models the writing component of the EPAL. We expect a at least a 2% improvement over this spring assessment.</p> <p>By Spring of 2011 there will be a 5% increase in the number of students scoring a 3 on the In-House Spring Assessment modeled after the EPAL.</p>

Subject Area
(where relevant) :

Character Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>3. By June 2011, students in grade 5 will show a 5% decrease in incidents as measured by the number of OORS incident reports by developing character development program.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Sept. 2010-June 2011 Continue and expand use of Book of the Month to explore good character traits. . Develop a Kindergarten/Fifth grade mentor program Research and purchase, if funds are available, a character development program to be incorporated into Language Arts and Performing Arts programs. Introduce a Saturday etiquette class. Develop activities related to positive character traits schoolwide (i.e Random Acts of Kindness Day). Continuation of student council giveback days. 34 Tax Levy Teachers, Student Council Coordinator</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> These programs will utilize Title I, Tax Levy and NYS funding as appropriate. We will also use City Council funding for an after school program as well as Parent Involvement funding to include parents in meetings on these topics (anti-bullying workshop with the District Attorney's office). Additionally, we have budgeted money for a full-time Guidance Counselor to meet the requirements of mandated students as well as at-risk students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> A mid-year review of OORs reports for student suspensions. This review will show a 5% decrease in student suspensions.</p> <p><input type="checkbox"/> By spring of 2011 students in grades 5 will show a 5% decrease in the number of OORS incidents reports</p>

Subject Area
(where relevant) :

ELA/Listening Skills

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> 4.By June 2011 First grade students will show a 5% increase in scoring at the appropriate grade level on ECLAS by researching and implementing effective listening skills program</p>
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<i>Time-bound.</i>	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Sept 2010-June 2011 2. Students not meeting benchmarks will be encouraged to attend Extended Day Program. 3. School will research and purchase, if funds are available, a listening program. 4. Support Staff (ELL specialist, Funded Reading Teacher) will develop this skill within their respective groups. 5. Interim unit tests from our “Reading Streets” Program (called “Benchmark exams” will help teachers monitor these instructional goals. 6. In-house Professional Development on enhancing listening skills to be conducted throughout the school year.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> By spring of 2010 students in grades 1 will show a 5% gain in scoring at the appropriate grade level on ECLAS Listening Skills section.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <input type="checkbox"/> Students will be assessed midyear to see their growth in the listening section of the ECLAS. 5% of the First grade students will have an increase in listening skills on ECLAS by the end of the year..

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	32	N/A	N/A			1	1
1	51	51	N/A	N/A			2	2
2	44	44	N/A	N/A				2
3	68	68	N/A	N/A				1
4	61	61	17	17			1	2
5	41	41	3	6				2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

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

Science:	<input type="checkbox"/> Students meet with their teacher or science cluster on their professional preps or during the 37 ½ tutoring session on a needs basis. Students in need can work with the IEP teacher once or twice a week.
Social Studies:	<input type="checkbox"/> Students can work with the IEP teacher one or twice a week. Teachers also work with students when needed on their professional prep or during the 37 ½ morning tutoring session
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Students are identified by the PPT. Students in need of guidance meet with the guidance teacher once or twice a week in a small group. If needed, the guidance counselor will meet with a child individually
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Students who are identified by the PPT meet with the school psychologist once a week, The school psychologist works with a child one on one. The school psychologist is also available to talk to a child on an emergency basis.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Students who are identified by the PPT meet with the social worker once a week. These students meet with the social worker on an individual basis. Students who see the social worker may also see the guidance counselor
At-risk Health-related Services:	<input type="checkbox"/> Students can meet with the nurse to discuss health related issues (i.e. asthma) when needed.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-2

Number of Students to be Served:

LEP 40

Non-LEP 20

Number of Teachers 4

Other Staff (Specify) 1 K paras

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

ELL after-school program provides reinforcement of lessons and help to support the students in the primary grades (K-2) in their understanding of basic skills. The after-school ELL program uses English as the language of instruction. The program will run from December to May.

Professional Development Program

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

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

Section III. Title III Budget

School: **P.S. 100**
 BEDS Code: **332100010100**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$16,400	<input type="checkbox"/> 80 hours x 4 teachers (45.00)=\$14,400

		80 hours x 1 para (\$25.00)= \$2000 4 Teachers and 1 para ti support ELL students
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> No money is budgeted for this category.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$980	<input type="checkbox"/> Monies will go to paper and assorted supplies.
Educational Software (Object Code 199)	0	<input type="checkbox"/> No money is budgeted for this category.
Travel	0	<input type="checkbox"/> No money is budgeted for this area.
Other	0	<input type="checkbox"/> No money is budgeted for this category.
TOTAL	0	

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.

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

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

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

The school notices (i.e. half day notices, school closings, trip forms) are being translated into Russian and Spanish, the two major languages of our school. Staff members are available to serve as translators in Russian and Spanish. A new staff member can now translate school information into Urdu. Translation software is needed in the school to meet the needs of new immigrants. Notices and consent forms and letters are being translated into the different languages. We now have a school web-site through eChalk, which offers all posted information in various languages at Parents' request. This will enable us to share with Parents all DoE information, school-wide events and activities and schedules.

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

□ Staff and parent volunteers can interpret when parents need to communicate at parent conferences or on the phone. Translated signs are posted by the security desk advising parents that translators are available, if needed. In addition, all parents are asked if they need an interpreter before meetings are started. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages.

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

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 2010-11:	\$511,551	\$140,064	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5116		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,576	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,900	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

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

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitlePIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School Parental Involvement Policy:

I. General Expectations

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

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

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

specialists (health issues and early childhood topics). The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by inviting parents to faculty conferences to discuss neighborhood issues.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by continuing to conduct parent workshops offered by the math coach (math games, and training on math resources available through technology) and other subject specialists (health issues and early childhood topics). In addition, we will continue to call upon the assistance of our Parent Coordinator to develop communications with Parents.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by utilizing the translation services available to us by our PTA. These translations of school material has been an effective tool in maintaining communication on school-wide policies.

III. Discretionary School Parental Involvement Policy Components

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

- IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership June minutes This policy was adopted by the P.S. 100 on June 1, 2010 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before second week of September.

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

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

□

School-Parent Compact:

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

Required School-Parent Compact Provisions

School Responsibilities

P.S. 100 will:

P.S. 100 holds a comprehensive assessment review each year in order to provide high quality curriculum and instruction. Programs, strategies and materials that have led to student success are continued and refined. New ideas are researched and introduced. Students receive additional support if they are in need of services. Professional development is provided to all teachers in order to maintain effective teaching.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

–parents are involved in conferences with teachers as per IEP's and on an as-need basis (i.e. holdover conferences).

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
may call and request conference time. Parents can leave messages for teachers to call them.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
[Describe when and how parents may volunteer, participate, and observe classroom activities.]

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

P.S. 100 will:

*Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

*Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

*Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

*Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

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

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

P.S. 100 provides opportunities for all students to meet and/or exceed State standards. In addition, P.S. 100 will maintain and analyze testing data (periodic assessments, WRAP) to effectively plan for at risk students. The Pupil Personnel Team (PPT) meets once a week. The PPT assesses and plans the intervention programs for students who are at risk for not meeting the performance standards. All students, including ELL and special education students, receive AIS services, if needed. AIS

services are provided by the ELL teacher, SETSS teacher, IEP teacher, and the funded reading specialists. The funded reading teachers use programs which are research-based such as Soar to Success to address the needs of low achieving children. The funded teachers use a push-in, pull-out program in order to meet the needs of all students in the school. The PPT watches the progress of the children who are referred to the team. Students who still are having difficulties are then referred to the SAT. The social worker, guidance counselor and social worker serviced those children who were having social difficulties. When needed, outside referrals were made. After reviewing all the data it was revealed that all children in need of AIS were serviced.

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

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o 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.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

In order to implement all school programs, P.S. 100 employs certified teachers who are willing to learn new ideas and strategies. New strategies and programs are researched and approved by the instructional team. When new programs are given to the staff, professional

development is given so that teachers can implement these programs and strategies into their classrooms. Grade Leaders work with the teachers so that they become proficient using the "Reading Streets Program" which allows students to reach high standards in all areas. All teachers participate in staff development so they will be trained in the programs which are aligned with State and City standards. Outside consultants are brought into the school to provide teachers with new strategies and programs. In addition, teachers visit schools where new strategies, programs and materials (i.e. Smart boards) are successful.

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

□

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

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

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

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

□

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

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

□

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

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

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

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

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

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

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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related
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					program activity has been described in this plan.		
		Yes	No	N/A			
						Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$429703	True	Goals 1-4
Title I, Part A (ARRA)	Federal	Yes			138663	True	
Title II	Federal			N/A			
Title III	Federal			N/A			
Title IV	Federal			N/A			
IDEA	State	Yes				True	Goals 1-4.
C4E	State	Yes			81037	True	Goals 1-4.
Tax Levy	Local	Yes			2,851,203	True	Goals 1-4.

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

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.)
0
2. Please describe the services you are planning to provide to the STH population. The School offers students in Temporary Housing support with school funds. The school can give students extra notebooks, class trip money, and any other materials needed to be successful students. In addition, students are invited to attend the Extended Day Program and After-School Programs. If Students in Temporary Housing come late due to their circumstances

Part B:

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.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_21K100_110110-161107.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 605	District 21	School Number 100	School Name Coney Island School
Principal Katherine Moloney		Assistant Principal Paula Paolucci	
Coach Tabatha Romano		Coach Joann Brenner	
Teacher/Subject Area Shirley Scherman		Guidance Counselor	
Teacher/Subject Area Lori Weiss		Parent Laura Torres	
Teacher/Subject Area Lori Buchbinder		Parent Coordinator Cristina Tozzi	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special 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	729	Total Number of ELLs	103	ELLs as Share of Total Student Population (%)	14.13%
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Part II: ELL Identification Process

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

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

As part of registration the Home Language Survey is completed by the parents along with one of our licensed ESL teachers Shirley Scherman and Lori Weiss. An informal interview is conducted. At this time it is determined whether or not the student will be eligible and administered the LAB-R.

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

At that time, parents choose the program they prefer for their child. The program that is offered at P.S. 100 is aligned with the parent’s choice. It is explained to the parent if their first choice is not offered at our school we will make every effort to find a program that is. As a result of the information provided on the Home Language Survey (HLIS), we find that the ELL population at P.S. 100 consists mainly of Russian language speakers. Although most of these children who enter our school in Kindergarten and Grade One are born in America, they have limited English skills and are taught in their native language at home. Upon their child’s entrance to school, the parents of P.S. 100 students prefer that their child/children begin learning English and receive ESL services in conjunction with their daily classroom instruction

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

- | | | | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> |
| <input checked="" type="checkbox"/> |

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	1	0	0	0	0								1
Push-In	20	12	8	14	13	14								81
Total	20	13	8	14	13	14	0	0	0	0	0	0	0	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 87	<input type="checkbox"/> 0	<input type="checkbox"/> 12	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 103
Total	<input type="checkbox"/> 87	<input type="checkbox"/> 0	<input type="checkbox"/> 12	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 103

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	2	3	1	3								14
Chinese														0
Russian	26	18	7	4	11	9								75
Bengali														0
Urdu	0	3	0	3	0	0								6
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	0	0	0	0								1
Albanian														0
Other	1	2	1	0	2	1								7
TOTAL	30	26	10	10	14	13	0	103						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

In the ESL program, the general education, as well as the special education children are pulled out of the classroom, as well as the

ESL teachers push-in to homogeneous classes by grade level and placed in differentiated groups according to their scores on the LAB-R and NYSESLAT. In the Pull-out program model, the ELL students are grouped together by grade and proficiency levels according to the NYSESLAT and LAB-R. All our ELL classes are taught in English with Native Language support from our bilingual paraprofessionals as well as bilingual teachers. Students are also eager to translate and support the classroom and ELL teachers when necessary. Students are programmed into classes according to NYS mandates:

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

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

Students who are enrolled at our school for less than three years as well as the students who are new to the country and the English language are engaged in lessons that will immerse them in social and academic language using pictures, tactile objects, visual cues and audio support. Teachers of both newcomers along with our long term ELL's are encouraged to go on class trips to enhance social and academic language while giving them meaningful and rich life experiences. Our plan for long term ELL children, we will look closely at the NYSESLAT scores and form small group instruction to address their individual needs. The ESL teachers will work closely with the classroom teachers to plan lessons in order to increase their academic rigor. The ESL teachers meet with the classroom teachers during their common planning periods to develop lessons to achieve the goals set by both ESL and classroom teachers. Together they develop Reading, Math, Science, and Social Studies Lessons, as well as appropriate homework assignments, which meet the needs for all of our English Language Learners including the SIFE students as well as newcomers to P.S.100. Students who are identified as SIFE and the newcomers will have extra support to work on their phonological awareness skills to enhance their academic performance to meet all state standards. At this time P.S. 100 does not have any SIFE student. Instructional objectives for ELL's are constantly changing due to the progression of academic knowledge; differentiated instruction is taking place on a daily basis according to the topics being covered.

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

We have 4 self contained special education classes in grades K, 1, 2/3 and grade 5, where the ESL teacher uses the push in model. The kindergarten, 1 and 5th grade special education classes are supported with bilingual Spanish paraprofessionals. They assist the students in the classroom with the transition to speaking, reading, and writing from Spanish to English. The paraprofessionals also aid the parents of these students as interpreters and translators. There is a 4rd grade collaborative team teaching class, where the ESL teacher uses the pullout method of teaching. All special education students receive the prescribed amount of mandated units of ESL support in order for our special education students to reach their highest potential of learning.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

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

Our ELL students will have the opportunity to participate in our Arts and Media Program. This will encompass different learning styles, which includes instructional activities that support the individual student's visual, auditory and tactile styles of learning. Our ELL's are given the opportunity to hear, see, and interact with smart boards. This gives the ELL's the opportunity to encompass the total physical response approach to enhance real life pictures and seeing objects and places they would have never been given the opportunity to experience before. Smartboards are an interactive tool that combines a white board and the power of a computer to bring the latest technology to the classroom. Here at P.S. 100 we are extremely fortunate to have twenty four Smartboards available for use in our classrooms. In this school, we are also fortunate to have four rolling carts, one for each floor. Each rolling cart holds twenty eight laptops that the students have access to.

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

We will continue the reading program published by Scott Foresman, titled, "Reading Street", which provides our students with the necessary tools needed to develop the literacy skills to meet the New York City and State standards. This program provides the support to identify and respond accordingly to the varying needs of our ELLs in the classrooms. It will help develop fluency, as readers, writers, listeners and speakers of academic English, as they are learning grade level content concepts. This reading program will provide activities to scaffold and support their instruction so that all our ELLs learn in ways they can comprehend while building their academic and social vocabulary. The ELL's are participating in reading/writing blocks, which include literature circles and the writer's workshop model to strengthen their written response to literature.

In all of the ESL classrooms there are books, audio cassettes, videos and CD-ROMS in the different languages spoken at our school. We encourage the children to borrow materials to work at home with their families. We provide a multi-lingual library in the ESL classroom as well as the school library. The children are encouraged to read and use the books as well as take them home to share with their families. We have fiction and non-fiction books written in Russian/English and Spanish/English, the main languages of our students. We also have bi-lingual dictionaries to help the children. On our staff, we have several teachers who are fluent in Russian, Spanish, Urdu and Polish. We also have an active PTA with many of the parents willing to volunteer as interpreters.

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

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

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

This year a new program, Reading Express is being implemented to help the ELL students in grades 3, 4, and 5. This program includes

lessons that target vocabulary and literacy skills that will allow our ELL's to meet the new state standards. This program allows for differentiated instruction to meet the needs of all the students. The program also includes an Assessment Resource with software to allow the teachers to track student's progress. This program will give our students the necessary tools they need to improve their scores on the NYS ELA exams.

At this time we will not discontinue any of the programs the ELL teachers are using to instruct their students. Each program brings useful and unique applications for our students to learn and be challenged.

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

P.S. 100 applied for an after school grant to assist and support our ELL students. This program will be designed to increase the academic and social vocabulary of our ELL's in Grades 2-5, including our Special Education students in grades 1-5. This program will help prepare the students for all of the New York State Exams.

P.S. 100 does not offer any activities to assist newly enrolled ELL students before the beginning of the school. We do not offer language electives at this time.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

Fall

- 1 Welcoming the New English Language Learner to your classroom.
- 2 Planning lessons to include the English Language Learners to meet the new standards
- 3 ESL instruction in content areas and provide academic rigor

Winter

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

Spring

- 7 Grades 3-5: Planning lessons for the older ELL child
- 8 NYS testing mandates for ELL students
- 9 Planning for next year

The staff of PS 100 is supported by the ELL specialists to assist ELLs as they transition from elementary to middle school by holding workshops with the Pupil Personel Secretary as well as the Assistant Principal to fill out all necessary paper work and to guide the students and parents in the direction that is best for their child.

E. Parental Involvement

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

Parent workshops are offered throughout the year with the ESL specialists as well as the parent coordinator. Some of the workshops include, “Working with Your Child at Home”, “ESL and Technology- Navigating Academic Websites”; “Preparing Your Child for the NYSESLAT”. The ESL teachers are working on a new web site in which the parents will be able to access. The website will provide links to helpful websites for parents to visit with their children as well as a link to the ESL teachers via e-mail. Parents of our ELL population are encouraged to call or e-mail the teachers with any questions or concerns they might have in regards to their child. This year a survey will be sent out before the spring workshop. The survey will ask parents for suggestions on what they would like to see presented in the future and to meet their needs. The parent coordinator is also available to answer any questions or concerns parents may have. The parent coordinator has a lending library available for the parents along with brochures and pamphlets informing parents of ways to improve their child’s education. These documents are available in several languages.

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

All parents have school information available to them through Global Connect, a telephone service that provides school information. Information is given via a message when a mass phone call is placed in the language of parent’s preference.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	7	5	1	2	2								35
Intermediate(I)	0	17	4	4	3	4								32
Advanced (A)	11	3	1	5	9	7								36
Total	29	27	10	10	14	13	0	0	0	0	0	0	0	103

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	0	0	0							
	I		2	1	0	0	1							
	A		9	3	3	2	2							
	P		9	3	7	10	9							

READING/ WRITING	B		3	2	1	0	2							
	I		16	4	4	3	4							
	A		1	1	5	9	6							
	P		0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	10	4	0	16
4	4	5	5	0	14
5	2	3	1	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	1	23	11	28	4	47	1	118
4	0	2	11	8	34	6	39	1	101
5	2	0	5	3	42	1	47	2	102
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	1	3	24	6	58	5	101
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	3	1	3	24	6	58	5	101
8									0

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

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

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

Part VI: LAP Assurances

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 100 The Coney Island School					
District:	21	DBN:	21K100	School		332100010100

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		93.4	94.1	94.6
Kindergarten	101	129	123				
Grade 1	126	102	128				
Grade 2	123	130	102				
Grade 3	98	112	125				
Grade 4	108	104	117				
Grade 5	110	102	107				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	2				
Total	684	697	722				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.3	95.3	96.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	65.6	73.5	73.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	7	13

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	3	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	32	36	Principal Suspensions	11	6	0
# in Collaborative Team Teaching (CTT) Classes	9	9	15	Superintendent Suspensions	2	2	3
Number all others	45	52	40				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	49	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	6
# receiving ESL services only	97	108	TBD	Number of Educational Paraprofessionals	5	4	7
# ELLs with IEPs	5	30	TBD				

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	93.8	100.0	100.0
				% more than 2 years teaching in this school	72.9	75.5	80.0
				% more than 5 years teaching anywhere	47.9	49.0	64.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	88.0	96.0
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	98.3	100.0	96.7
Black or African American	7.0	4.9	5.7				
Hispanic or Latino	7.9	7.7	8.0				
Asian or Native Hawaiian/Other Pacific	3.8	3.7	3.3				
White	81.0	82.4	82.0				
Male	49.9	50.1	49.7				
Female	50.1	49.9	50.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf