



PS 101

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21K101

ADDRESS: 2360 BENSON AVENUE, BROOKLYN, N.Y. 11214

TELEPHONE: 718 372 0221

FAX: 718 372 1873

TABLE OF CONTENTS

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: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 101 SCHOOL NAME: The Verrazano School
SCHOOL ADDRESS: 2360 Benson Avenue; Brooklyn, New York 11214
SCHOOL TELEPHONE: 718 372 0221 FAX: 718 372 1873
SCHOOL CONTACT PERSON: Patricia Percaccio EMAIL ADDRESS: Ppercac@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Patricia Percaccio</u>
PRINCIPAL:	<u>Gregg Korrol</u>
UFT CHAPTER LEADER:	<u>Susan Lascher</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Lisa Nitti and Dawn Whittaker</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 CHILDREN FIRST NETWORK (CFN): 605
NETWORK LEADER: Wendy Karp
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
Gregg Korrol	*Principal or Designee	
Susan Lascher	*UFT Chapter Chairperson or Designee	
Lisa Nitti/Dawn Whittaker	*PA/PTA President or Designated Co-President	
Lisa Nitti	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Linda Cino	DC 37 Representative, if applicable	
Denise D’Orazio	Member/Parent	
Angela Filoramo	Member/Parent	
Shazia Amin	Member/Teacher	
Ganije Bilali	Member/Parent	
Patricia Percaccio	Member/Teacher	
Elisa Kane	Member/Administrator	
Marie Foresta	Member/Teacher	
Barbara Ruszkowski	Member/Teacher	
Faraz Mohamed	Member/Parent	
Jacquelyn Watson	Member/Parent	
Anna Careaga	Member/Teacher	

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

* 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.

P.S. 101 is a Title 1 school located in a low middle-income area in the Bensonhurst section of Brooklyn. The Chancellor has designated our school as a Model Technology School for the Department of Education in New York City. We have integrated the Reading Street Literacy program, Orton-Gillingham methodology, and the McGraw-Hill Math program in an effort to develop individual students. Our school consists of a large population of Asian, Russian, and Arabic students who have limited English language proficiency. Through the use of technology and dual-language literature, we will aspire to bridge the gap between their native language and English. The school building is maintained well, and evidence of the students' performance can be viewed in hallways and classrooms throughout the building.

At P.S. 101, it is our mission to prepare children to live and prosper in a technologically advanced world. In keeping with the Chancellor's regulations and the core standards, we have integrated the areas of math, reading, writing, science, and technology into our daily curriculum. We believe that each child's unique talents should be nurtured so that each child will develop a passion for learning and acquire the skills needed for societal membership and meaningful employment. Our parents work with the school to encourage reading and higher level thinking skills, respect for oneself and one another, cultural awareness, and diversity. The entire school community works together towards meeting high performance standards. We believe that every child should be provided with all opportunities available to ensure that he or she reaches his or her full potential.

We are blessed with truly gifted educators who care deeply about the educational and social-emotional growth of our students. Our teachers bring their own individual styles to the classroom, which allow for fun and creativity to be a part of everyday education. We also have instituted four Integrated Co-Teaching classes (ICT) which will help us better meet the needs of IEP students.

Our school has been equipped with Dell desktops, interactive SMARTBoards in every room, a SMARTTable, and a Mac lab. Grades 3 – 5 are 21st Century Classrooms where each student has his or her own laptop. Our literacy program has created a greater interest in reading. Our Drama program has put on very successful plays and has been to Broadway. Our School Enrichment Model is one of the most popular programs and our students look forward to what has afforded us the opportunity to work with many professionals (a dancer, an artist, a kickboxer, etc.). We also have our Marquis Studio Educators Residencies for grades 1-5, which provides the students with some recreational activities such as movement, mask making, circus performing, yoga, and dance.

This coming school year, we are going to focus largely on developing our upper and lower grade Science cluster programs, as well as our Social Studies program. We will also continue to place more concentration on our ELL students.

Programs

- Inquiry Team- (Analyze Data)
- Instructional support for Technology
- 21st Century Classrooms
- McGraw Hill (Science and Math)
- FOSS Kits (Hands-on Science Materials)
- “WRITE” (Language Arts)
- Orton-Gillingham teaching methodology
- Reading Street – literacy program
- Palm Pilots for grade K-3 (ECLAS 2)
- Third Street Settlement Program (Children learn how to play instruments)
- Four Square Writing Program
- Pathways- Social Emotional Learning Program (which is aligned with the current State Standards)
- Words of Wisdom Program (which is one of the ways we incorporate student involvement)
- TASC After School Program (Two days of Academics and two days of Performance Arts)
- After-school 21st Century Academy Program (Two days of Academics, including Exam Prep, and two days of Recreational Activities)
- YES! Program (Youth Empowerment Seminar) for Grade Five students
- Early Morning Program for students who arrive to school early

TECHNOLOGY

- SMARTBoards – All classrooms
- SMARTTable
- V-cast/Podcast instruction
- Laptops in classrooms
- ECLAS-2 Assessments on Palm Pilots
- ELMO for classroom use
- SENTEO hand-held response system
- Classroom Blogs
- Video Conferencing with other schools
- Reading Street Online
- Math Connects Online
- www.ps101verrazano.com
- Teaching Matters with Jen Gleason, who works with teachers and students to prepare them for success by emphasizing 21st Century technology skills such as critical thinking, problem solving, creativity, and collaboration.

SECTION III –

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 101 The Verrazano									
District:	21	DBN:	21K101	School BEDS Code:	332100010101					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7	11				
	K	√	4	√	8	12				
	1	√	5	√	9	Ungraded				
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	71	72	72		95.4	96.1	TBD			
Kindergarten	125	125	118	Student Stability - % of Enrollment:						
Grade 1	132	140	135	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	130	126	140		94.4	94.8	TBD			
Grade 3	127	130	130	Poverty Rate - % of Enrollment:						
Grade 4	130	129	132	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	119	132	129		63.9	63.9	63.7			
Grade 6	0	0	0	Students In Temporary Housing - Total Number:						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		1	2	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		20	28	13			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Total	834	854	856							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# In Self-Contained Classes	6	7	10	Principal Suspensions	0	2	TBD			
# In Collaborative Team Teaching (CTT) Classes	0	0	3	Superintendent Suspensions	0	0	TBD			
Number all others	51	67	71	Special High School Programs - Total Number:						
These students are included in the enrollment information above.					(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants					
(BESIS Survey)					Early College HS Program Participants					
(As of October 31)	2007-08	2008-09	2009-10							
# In Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:						
# In Dual Lang. Programs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# receiving ESL services only	163	163	143	Number of Teachers	51	55	TBD			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	25	Number of Administrators and Other Professionals	10	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	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	98.0	96.4	TBD
				% more than 2 years teaching in this school	76.5	76.4	TBD
				% more than 5 years teaching anywhere	60.8	61.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	84.0	84.0	TBD
American Indian or Alaska Native	0.0	0.0	0.1		97.8	99.0	TBD
Black or African American	0.7	0.9	1.1				
Hispanic or Latino	14.5	14.5	14.3				
Asian or Native Hawaiian/Other Pacific Isl.	59.1	58.9	58.4				
White	25.7	25.4	26.2				
Male	53.6	54.1	51.6				
Female	46.4	45.9	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	if yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	√sh	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	101.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 16% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 26% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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 school's 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?
-

PS 101 is proud to be called "A Model Technology School" by the New York City School Chancellor, Joel Klein. Technology is available to students in grades Pre-K - 5. Every student in grades 3 – 5 has his or her own personal laptop. Portable laptop carts are located on each level of the school. Wireless technology is available throughout the school to further strengthen students' skills in all curriculum areas. SMARTBoard technology is used in every classroom to integrate the Internet and other technological services with classroom teaching. We provide a distinguished array of extracurricular activities for our students.

This year we are fortunate to introduce the Youth Empowerment Seminar, YES!, to our school. The YES! program presents students with a complete collection of tools to manage their emotions. Yes! teaches useful skills that assist students in reaching their full potential. Another new initiative is the Third Street Music School Settlement school band program for our 4th grade students. Students will learn to play woodwind, brass, and percussion instruments. We look forward to viewing student concerts later on in the year. We participate in the 21st Century After-School program, which will provide additional academic instruction for our students as well as programs in Karate, Hip-Hop, Chess, Health and Fitness, and Yoga.

We have met the NCLB requirements and we are a school in Good Standing. We have earned a grade of "B" on the School Report Card. We have earned a 75%, or 11.3 out of 15, for School Environment; 54%, or 32.6 out of 60, for Student Progress; and 46%, or 11.7 out of 25, for Student Performance. We recognize the need to improve our efforts in obtaining increased scores in student performance and progress. Additional gain in student progress in both ELA and Math are goals that our school is committed to achieve this year. We have multiple Inquiry Teams, including one team on each grade Pre-K through 5 and two vertical teams. We also recognize the need for increased gains in the area of English Language Learners (ELA).

The school progress report indicates that an area in need of improvement would be the percentage of students at proficiency in level 3 and 4 in both ELA and Mathematics for grades 3 and 5. In English Language Arts, 69% of our 3rd, 4th and 5th grade students received a level 3 or 4 on the state assessment. 65 % of our 3rd graders, 85% of our 4th graders, and 58% of our 5th graders achieved a level 3 or 4 on the state test. In mathematics, 78% of our 3rd, 4th, and 5th grade students achieved a level 3 or 4 on the state test. 76% of the 3rd grade, 86% of the 4th grade, and 72% of the 5th grade scored a level 3 or 4 on the state test.

We have introduced streaming to our 3rd through 5th grades. Streaming in literacy provides for differentiated learning. During streaming, students who are performing above grade level will be instructed by the enrichment teacher, ESL students will be instructed in literacy by the ESL specialist, and students performing below grade level will be instructed by the reading specialists. Students who are performing on grade level will remain with their classroom teachers for literacy instruction. This is done in an effort to improve the English Language Arts skills of students by providing them with individual and specific instruction.

Based upon our needs assessment, we are continuing with our commitment to incorporating the Orton-Gillingham methodology in classroom instruction. The Orton-Gillingham method stresses phonics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. The program provides students with immediate feedback and a predictable sequence that integrates reading, writing, and spelling.

Based upon the needs assessment as determined by our ESL providers and classroom teachers, we have noted a weakness in academic language among our ESL students. Current ESL programs and applications have been enhanced with additional technology, such as the Apple iTouch, to record fluency. The Apple iTouch is also used by students for individual instruction. We have noted the need to increase the rigor and use of academic language used in instruction of our ESL students in all subject areas. We have created an extended-day ESL program for our 3rd and 4th grade ESL students. These students will receive additional English Language Arts instruction with licensed reading specialists.

Based upon the needs assessment by our special and general education teachers, we have noted a weakness in the integration and participation of our special education students in general education activities. We have noted the limited use of technology in the special education classroom and the need to promote extra-curricular activities and student engagement among special education students. We would like to see improved socialization and increase academic exposure through the implementation of integrated co-teaching classes. We have established integrated co-teaching classrooms in grades Kindergarten through 3rd grade. Our third grade ICT classroom will be equipped with laptops for every student in the classroom, as well as a SMARTBoard. Our third grade ICT class will participate in maintaining a classroom blog, taking their English Language Arts and Math assessments electronically, and participating in all technology projects.

Historically, our school has significantly lacked parent involvement. Parent Association membership is at an all-time low. Our five-member Parent Association Executive Board comprises the entire Parent Association. One possible reason for our low parent involvement could be our high non-English speaking population. Over 60% of the families in our school have a home language other than English. It is understood that parents who do not have a command of the English language may not feel comfortable participating in school activities. We have also been told that parent participation in school is not part of every culture. As a result, they are not familiar with the practice and therefore do not understand the importance of parent participation. Most Asian parents in our school prefer to leave the educational practice to the professional teachers and the administration. Most parents/guardians in our school do not comprehend the important role that they can play in their children's education by simply participating in school functions.

Data was collected at the source from our *Quality Review 2007 -2008, Learning Environment Survey 2009-2010*. Poor attendance was cited at PA meetings, SLT meetings, Title I parent involvement classes, and Parent Coordinator meetings, as well as school assemblies. Poor attendance was noted in the number of parents who initiated their parent accounts on ARIS, as determined by data obtained by the data specialist. Approximately 200 out of 800 parents initially logged on as of October, 2009; approximately 400 in total logged in by March, 2010. Approximately 400 parents/guardians who had initially logged on to the site do not use it regularly since their initial log-on date, November, 2010. Our needs assessment survey for our Comprehensive Educational Plan, as well as the Principal's Performance Goals, indicated a weakness in parent participation. Our school population is currently 890 students. 0.009% of our student population is regularly represented by their parent/guardian at PA activities including PA meetings, fund-raising events, weekly business meetings, and PA events.

Approximately 0.01% of the student population is represented by their parents in school events such as Parent Coordinator workshops and school trips. 0% of the parent/guardian population volunteer as classroom parents/guardians.

Parent participation is important to our school, and it is an area of weakness that we are committed to improve. It is an area in need of improvement, as indicated by our last *Quality Review (2007)*. We do not meet the parent participation rate encouraged by our network or desired by our school administration. Increased parent participation will aid in school reform and assist in new initiatives that will support our students. We will meet the Federal No Child Left Behind Act of 2001 requirement for parental involvement in elementary schools.

In cooperation with our Parent Association, we have developed the "PIP System" that will allow parents to earn points for participating in various PA activities. The Parent Association and the Dean of Students are responsible for distributing tickets and maintaining the supply of reward items. These points will then be used toward prizes such as a free ice cream, pretzels, movie tickets, tickets to our dances, Cyclone tickets, Staten Island Yankees tickets, student school photos, and more. Parents who participate in 45-60 minute sessions will earn tickets. Every ticket can be traded in for a prize. Rewards are grouped into total ticket amounts of 1, 5, 10, 25, and a grand prize. Parents may accumulate their tickets toward

a greater reward. Parents can choose to participate in activities such as: selling chocolate or pretzels, participating in bake sales, chaperoning at dances, etc. Participation will be based on individual events to allow parents the freedom to choose on an event-by-event basis. We want parents to feel that they do not need to make a formal commitment to the Parent Association. Ultimately, we believe that by the end of the school year, parents will have made considerable contributions.

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.

1. **By June 2011, 100% of our K - 5 classroom teachers will incorporate the common core standards into our English Language Arts and Math curriculum 100% of the time as measured by formal and informal observations.**
This is a state and citywide initiative that will improve academic performance in English Language Arts and math.
2. **By June 2011, 20% of our 1st - 3rd grade classes will become integrated collaborative teaching classes (ICT).**
We found success in our ICT kindergarten classroom; therefore we extended the initiative to include our 1st through 3rd grade classrooms for this current academic year.
3. **By October 2010, we will implement the Parent Involvement Plan (PIP) to increase parent participation in school wide events as measured by parent attendance in school functions.**
Historically, our school has insufficient parent involvement in all areas including PA attendance and participation. Our current Quality Review has indicated a need to increase parent involvement.

4. **By June 2011, 75% of our 2nd – 5th grade classroom teachers will be administering online classroom assessments 80% of the time as observed through the data tracking system. This is done in an effort to maximize the collection and tracking of data that will in-turn increase students achievement awareness and assist in personalizing educational plans for each student.**

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 (where relevant): Literacy, Math, Science, Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. 1. By June 2011, 100% of our K - 5 classroom teachers will incorporate the common core standards into our English Language Arts and Math curriculum 100% of the time as measured by formal and informal observations.</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>	<ul style="list-style-type: none"> • Grade leaders will participate in on-going professional development during the summer of 2010 and through out the school year 2010 – 2011. • Participation in the Common Core Curriculum Alignment pilot. • Grade leaders will turn-key information to their teacher teams on the grade. • Curriculum mapping to include common core state standards in English Language Arts, Literacy in History/Social Studies, Science, and Technical subjects.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Tax Levy • Title I, Title II • Common Core Grant-Network 605
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Meeting the requirements of the grant. • Collaborating with colleagues in our school and across New York State on a regular basis. • Share work on Aris Connect. • Monthly Common Core teams assess their task, evaluate curriculum maps, and make necessary revisions. • Periodic review as indicated by formal and informal observations.

Subject/Area (where relevant): All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. By June 2011, 20% of our 1st - 3rd grade classes will become integrated team teaching classes (ICT).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional development will be provided in the summer of 2010 and throughout the 2010-2011 school year for all team teacher members to establish co-teaching relationships and to drive instruction. • Parent workshops will be given to familiarize parents with the ICT classroom and to provide support in areas of need. • Hire a full-time school psychologist to support the program. • Newly hired Individual Education Plan teacher to provide assistance for ICT and Special Education teachers. • The introduction of online technology assistance including Reading Street, Math Advance Tracker, SMARTBoard technology, and Leapfrog assessment tools. • Implementation timeline September 2010 – June 2011

<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>	<ul style="list-style-type: none"> • Develop a point system where parents obtain points toward school-related prizes when they participate in Parent Association meetings and volunteer activities. • Organize point pay-out distribution list for prizes. • Collect donations for prizes. • Organize monthly newsletter advertising the program. • Responsible staff members: Parent Coordinator, Dean of Students, teachers, administration, and parent volunteers. • Timeline: September 2010- June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Parent and teacher volunteers. • Title I Parent Involvement Funds • Donations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased parent participation in school events. • Increased parent participation in the Parent Association meetings. • Increased parent volunteers in school events. • A measure of expected gains will be determined by an observable increase in monthly PA meeting attendance. • Regular and consistent review of PIP.

Subject/Area (where relevant): Literacy and Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. By June 2011, 75% of our 2nd – 5th grade classroom teachers will be administering online classroom assessments 80% of the time as observed through the data tracking system.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The administration of Reading Street Literary program’s online reading assessments. • The implementation of Reading Street’s tutorial program and additional instruction on non-mastered skills and strands. • The administration of McGraw Hill’s Math Tracker online math assessment program. • The implementation of Math Tracker’s tutorial program and additional instruction on non-mastered skills and strands. • Analysis of reading and math data during the extended day, 50 minute block, on Wednesdays by all teachers to drive instruction. • Responsible staff include the Data Specialists, administration, and teachers. • Timeline: Weekly test administration. Monthly review of assessments.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Tax Levy • Title 1, Title II
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Accurately monitoring student progress using data. • Implementing proper tutorials and assessments every 6 to 8 weeks. • Parent feedback. • Increased student mastery in non-mastery reading and/or math skills. • Monthly data review • Assessments conducted monthly

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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	0/0/29	0	N/A	N/A	0	6	0	2
1	22/0/0	0	N/A	N/A	0	2	0	0
2	0/27/0	0	N/A	N/A	0	4	0	0
3	9/9/9	17	N/A	N/A	0	4	0	0
4	8/8/9	22	30	30	0	3	0	0
5	8/7/8	16	30	30	0	5	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

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>Grades K - 5 students are serviced throughout the day through small group instruction. Kindergarten students are assigned through classroom teacher referrals. Grades 1 - 3 students are chosen based on low E-CLAS-2 and E-PAL-2 scores. The 4th and 5th grades' students are chosen based on low ELA scores, generally a level 2 or low 3.</p> <p>Kindergarten students receive intervention instruction in Orton-Gillingham and Foundations, as well as Kindergarten-appropriate curriculum, such as rhyming, alphabet instruction, etc. Grades 3 – 5 students are instructed in the Strategic Intervention component of the Reading Street program. Vocabulary and comprehension skills and strategies are stressed in leveled readers. Test prep is also taught.</p>
Mathematics:	<p>Students gain important mathematical insights by building on discoveries. This promotes good listening habits and a receptive attitude towards the ideas of others. By discussing their thoughts, they are clarifying their learning. Children are more enthused when working together than when working alone. They learn to work as a team, emphasizing cooperation rather than competition. They are solving problems based on real-life situations. Services are provided for grades 3 -5. Children are identified by classroom teachers and previous standardized test scores. The service is provided in small groups of approximately 10, one period per day during the school day, four to five days per week. A multi-sensory approach is used in conjunction with the MacMillan-McGraw Hill program. Children learn mathematical concepts through music, physical education, the use of manipulatives, and technology. The application and utilization of McGraw-Hill's Advanced Math Tracker provides online services for the student, parent, and teacher. Advanced Math Tracker will identify areas of weakness and provide remediation through online testing. The Advanced Math Tracker has a parent component where parents can view their child's progress as well as identify areas in need of improvement.</p>
Science:	<p>Science support is given to the classroom teacher during the Science block by the Science coordinator. At-risk students are taught through differentiated instruction with a more hands-on approach and with the use of leveled resources.</p>

Social Studies:	Social Studies support is given in the classroom during the Social Studies block by the Social Studies coordinator. At-risk students are taught through differentiated instruction using leveled resources, technology, and the Houghton Mifflin series. We will continue to participate in the K-2 TAH (Teaching American History) to increase teaching of Social Studies in early childhood grades for the school year 2010-11.
At-risk Services Provided by the Guidance Counselor:	The individual and/or group sessions provided during the school day primarily detail improving concentration and focusing skills, as well as developing a habitual, systematic approach to completing assignments, behaving properly, and listening effectively throughout the course of the school day. Students are seen 1X per week.
At-risk Services Provided by the School Psychologist:	Crisis services, educationally related support, social skills training, and bibliotherapy are provided, never exceeding 6 to 8 weeks.
At-risk Services Provided by the Social Worker:	Counseling services are provided, usually on a 1:1 basis, during the school day. The caseload varies from year to year. Emergency intervention meetings with parents, teachers, and students are scheduled on an as-needed basis. Services are provided on Wednesdays and Fridays.
At-risk Health-related Services:	Gross and fine motor skills are developed using a hands-on manipulative approach.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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-5 Number of Students to be Served: 149 LEP 733 Non-LEP

Number of Teachers 4 ESL-Certified Teachers Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: 21K101 BEDS Code: 332100010101

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	\$7,840	Afternoon and Morning program (to service both proficient ELLs and B/I/A Ells) From Dec. 1, 2010- May 30, 2011 Total of 185 hours * per session rate =approx \$7840 *per session rate=\$41.98
Purchased services - High quality staff and curriculum development contracts.	\$12,000	Consultant from Literacy Support System, working with teachers 6 times over the course of the school year on the Orton-Gillingham method of learning reading \$2000/day consultant fee * 6 days =\$12,000
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$580	Supplies including workbooks, paper (for copies), pens, pencils, markers, etc.
Educational Hardware	\$5,220	9 iPads to service x-coded ELL students to assist with Language Proficiency. iPad (\$580) * 9 =\$5,220

Travel		
Other		
TOTAL	\$25,640	

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.

P.S.101's data indicates that 16.8% are ELLs that are actively receiving services. Over 80% of the parents are not native English speakers. The Translation Unit provides us with notifications in different languages that are to be sent home. Our parent coordinator is in charge of engaging with the translation office to request that letters/notices be translated.

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

The major findings in P.S.101's written translation and oral translation needs have shown four top languages, which are Chinese, Spanish, Arabic and Russian. We have translators in all the dominant languages of our school and can provide translated versions to be sent home for up to at least eight languages. If a language is not available, P.S. 101 encourages the parents to contact the school so that we may provide adequate information. The school website (www.ps101verrazano.com) provides all current information about the school and this website has an option for translation into numerous languages. When there is not a translator available or language form, P.S.101 utilizes the DOE translation line at 718-752-7373. Additionally, the Parent Coordinator reaches out to the community and hosts parent meetings to provide information about their child's academics. There are many multilingual teachers at PS 101K that can help translate parent meetings.

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.

Written translation forms are sent home to students in English and native language identified on the students HLS. All notices provide parents our school number and information. We use both on-line translations (ex: Google Translate) and the Translation Unit provides all written notices. See above for more details.

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 ensure that documents and oral interpretation is provided at all times. Teachers, parent coordinators and paraprofessionals are readily on hand to provide oral interpretation. Otherwise, we contact the DOE Translation Line for support. See above for more details.

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>.

P.S.101 fulfills Section VII of Chancellor's Regulations A-66 regarding parental notification requirements for translation. See above for more details.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	454,598.00	402,035.00	856,633.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4544.98	4020.35	8565.33
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22729.90	*	
4. Enter the anticipated 10% set-aside for Professional Development:	45459.80	*	

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 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

. P.S. 101 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, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 101 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

- Through the School Leadership Team, we will discuss activities and actions that will be the basis of P.S. 101's Parental Involvement Plan. In our Leadership meetings, all parents, including Title I parents, are informed of the school-wide curriculum agendas, and these topics are fully discussed.
 - At Parent Association meetings, parents and staff will mutually discuss and determine what activities would be beneficial in improving parental involvement.
 - Through constant communication and parent workshops, our parent coordinator is fully aware of the needs expressed by our school's parents. Workshops are scheduled to address those needs.
 - School and community surveys will be utilized and analyzed to determine the climate of the school community and its needs. P.S. 101 received a score of 11.3 out of 15 in parent participation on our 2009-2010 Learning Environment Survey. In the area of Academic Expectations, our overall Horizon score was 8.7%; Communication - 8.3%; Engagement - 8.3%; attendance 96.4%; and Safety and Respect - 9%.
 - Through Title I funding, language translators are made available for translation purposes at PA and PS 101 general meetings to insure clear and proper communication between the school and parents.
 - School-wide backpack letters are sent in Chinese, Urdu, Russian, and Spanish, as well as English, for parent perusal.
 - Seminars will be conducted by the Parent Coordinator to assist the Team in determining the extent of parent involvement and what could be improved.
 - Provide Outreach Services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters, and announcements of school and community events. Bilingual staff may provide translations into parents' native languages and assist in other outreach services.
2. P.S. 101 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
- Informal discussions
 - School Leadership meetings
 - Instant Messenger phone reminders
 - Family Nights
 - Open School Nights
 - PS 101 General Meetings
 - Needs Assessment Survey
 - Learning Environment Survey
 - School Report Card
 - Parent Coordinator input
 - Parent Association Meetings

- Articulation with administration and teachers
 - Implementing Legislative Mandates of the Title I Program by opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting, and other activities on a district wide or school-by-school basis during, before, or after the regular school day.
3. P.S. 101 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: (List activities.)
- Parent Teas with classroom teachers and Academic Intervention Service providers for back to school orientation.
 - Parent Workshops in association with the 21st Century Learning Grant and Leadership in Schools - 12 workshops designed to bring parents into our school and to encourage parent/guardian participation.
 - The Parent Involvement Plan - This incentive program is designed to encourage parent participation in school-wide events by providing parents with points they can use to trade in for prizes.
 - Parent Association Tea for teachers to meet and greet the parents.
 - Translation pens available in the main office to enable non-English speaking parents with the ability to translate their own written words into English, as well as translate English into their native languages.
 - Title I funded translators upon request.
 - P.S. 101 Evening Family Engagement Activities: (Welcome Back to School Night, Family Movie Night, Holiday Shows, Theatrical Productions, Family Fun Night, and the Annual Talent Show)
 - Evening seminars will be held to familiarize parents with the format and content of State Standardized Exams.
 - English language seminars for non-English speaking parents.
 - Funded teachers will meet with Title I parents to familiarize them with these programs and promulgate school/parent partnership.
 - The Parent Coordinator will provide materials for parents to use at home to improve strategies and skills learned by the students.
 - Our Social Worker and Parent Coordinator will hold monthly meetings for parents with topics that are of high interest and concern to our students' families.
 - Bilingual newsletters and notices will be given out to reach and inform non-English speaking parents.
 - Training parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title 1 and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children, motivating youngsters, and building self-esteem.

4. P.S. 101 will coordinate and integrate Title I parental involvement strategies under the following other programs:
 - Funded teachers meet to discuss and inform Title I parents to familiarize them with these programs and promulgate school/parent partnership.
 - ARIS Parent Link- password and user name magnets to assist parents in accessing student information.
 - Science newsletter.
 - PA-sponsored courses for parents of Title I students; PA to buy the supplies needed for the courses.
 - Title I funding will be used to provide educational courses for parents to assist their children at home. The programs will include Math workshops for parents, Family Reading Night with a literary professional such as Ann Edwards (author of Bumpy Books) and other literary figures, and teacher workshops.

5. P.S. 101 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 ability, 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)
 - Presentation at School Leadership Team meetings - 2010-2011.
 - Presentation at Parent Association meetings - 2010-2011.
 - Parent feedback through surveys, School Environment Survey, Parent Association discussions, Parent Orientation, Parent-Teacher Conferences, participation in workshops, and increased student achievement.
 - Meeting agendas and sign-in sheets will reflect parent participation.
 - On-going articulation with the administration and teachers to monitor effectiveness of the program.
 - Tracking PA attendance for non-English speaking parents.

6. P.S. 101 will build the school's and parents' capacities 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:
 - 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.)
 - Training Parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children, motivating youngsters, and building self-esteem.
 - School seminars/workshops describing and informing parents about state standardized tests, their impact on their children's education, and evaluation of scores.
 - Review School Report Card, Environment-Parent Survey, and Progress Report for parent understanding.
 - Reporting to parents on their children's progress including conducting parent-teacher conferences; making accessible other educational personnel to confer with parents; and allowing parents to observe program activities.
 - Providing to the fullest extent possible information, programs, and activities in a language and form that parents can understand.
 - Providing reasonable support for parent involvement requirements and other relevant program provisions.
 - Joint or parallel classes for parents and their children may be implemented to foster shared educational experiences and to provide an opportunity to model exemplary educational practices. These may be scheduled before or after school, or in conjunction with our 21st Century Community Based Partnership grant after-school program.
- 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: (List activities.)
- Translators will be provided at PA meetings to insure the needs of all parents are being met.
 - 21K101PA@schools.nyc.gov - the PA e-mail
 - <http://www.ps101verrazano.com> - the school website
 - The PA webpage on the school's website
 - [The Verrazano Wonderings](#) on-line and print school newsletter
 - Reading program, Scott Foresman/Pearson, and Math McGraw Hill On-line Access
<https://www.pearsonsuccessnet.com/snpapp/login/login.jsp>

- Grades 1-5 students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.
 - <http://macmillanmh.com/ose/index.html> (Math Connects) Math workbook
 - <http://www.schoolirect.com/store/ProductCatalogController?cmd=LaunchPage&nextPage=School/html/index.html&division=S01> (Social Studies)
 - <http://eduplace.com/ss/index.jsp?state=ny&submit.x=58&submit.y=11> (Social Studies)<http://www.fossweb.com/> (Science)
 - Online podcasting of teacher lessons
 - Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.
- c. 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: (List activities.)
- Providing Outreach Services to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters, and announcements of school and community events. Bilingual staff may provide translations into parents' native languages and assist in other outreach services.
 - Convening an annual meeting of Title I parents to inform them of the Title I program and their right to be involved.
 - Offering a flexible number of meetings at various times and, if necessary and if funds are available, providing transportation, child care, or home visits for those parents who cannot attend a regular school meeting.
 - Actively involving parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
 - Providing parents with timely information about all programs.
 - Providing performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
 - Providing high quality curriculum and instruction.
 - Dealing with communication issues between teachers and parents
 - Holding parent-teacher conferences at least annually.
 - Frequent reports to parents on their children's progress.

- Reasonable access to staff.
- Providing opportunities for parents to volunteer and participate in their children's classes.
- Having parents observe classroom activities.
- Conducting a minimum of 5 parent workshops.
- Assuring that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy.
- Implementing workshops on reading strategies.
- 21K101PA@schools.nyc.gov
- <http://www.ps101verrazano.com>
- The Verrazano Wonderings blog.
- Reading program, Scott Foresman/Pearson and Math McGraw Hill On-line Access
<https://www.pearsonsuccessnet.com/snpapp/login/login.jsp>
- All students will have access to on-line resources such as a leveled reader database for homework and classwork review with parents.
- <http://macmillanmh.com/ose/index.html> (Math Connects)
- <http://www.schooldirect.com/store/ProductCatalogController?cmd=LaunchPage&nextPage=School/html/index.html&division=S01> (Social Studies) <http://eduplace.com/ss/index.jsp?state=ny&submit.x=58&submit.y=11> (Social Studies) <http://www.fossweb.com/> (Science)
- Online podcasting of teacher lessons
- Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.

d. 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: (List activities.)

- Having the Parent Coordinator establish a parent resource center to provide information and instruction to parents.
- Developing instructional resources for use by parents and by parent trainers. These may include handbooks describing Title I programs; skills building materials, which include enrichment skills; learning games and homework helper ideas; and school community resource information such as Dial-A-Teacher services. Establishing and running a parent resource center or lending library with materials such as trade books and math manipulatives for parents to use with their children.

- Implementing Legislative Mandates of the Title I Program by opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district wide or school-by-school basis during, before or after the regular school day.
 - e. 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: (List actions.)
- Providing information about the program to parents in a timely way
 - The Instant Messenger Service - provides voice and text information to parents
 - 21K101PA@schools.nyc.gov - the PA e-mail
 - <http://www.ps101verrazano.com> - the school website
 - The PA webpage on the school website
 - The Verrazano Wonderings on-line and print school newsletter
 - School notices delivered in both English and Chinese.
 - Holding regular Parent-Teacher conferences on November 9, 2010, and March 16, 2011.
 - Introduce The Instant Messenger Service, which automates phone calls and e-mails to parents regarding important school notices such as school closings, special events, student absences, and emergency information.
 - Every teacher will make at least 2 parent outreach phone calls regarding students in his or her class per month.
 - Increasing communication via the world wide web (PA e-mail account, PS101 school e-mail account, school website www.ps101verrazano.com, PA webpage on school website, The Verrazano Wonderings blog), newsletters, backpack letters translated into various languages, parent workshops, and Title I funding for parent classes and seminars conducted by representatives of our literacy programs.
 - Introduce and encourage parents to use the Aris Parent Link for parents to keep abreast of their children's academic development.
 - Parents will be invited to open house orientations which will acquaint them with their children's teachers as well as preview the year's curriculum.

III. Discretionary School Parental Involvement Policy Components

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

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

***see prior components**

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 __Title I Sub-committee_ This policy was adopted by the P.S. 101 PA on September 9, 2008. This School Parent Involvement Policy has been updated in September, 2010 and will be in effect for the period of September, 2010 – June, 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010.

Part B: School-Parent Compact

P.S. 101, 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 2010-11.

Required School-Parent Compact

School Responsibilities

P.S. 101 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 - To actively involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
 - To provide high quality curriculum and instruction through extensive professional development programs and curriculum planning.
 - To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., Presentation at School Leadership Team meetings-2010-2011, presentation at Parent Association meetings - 2010-2011, parent feedback through surveys, School Environment Survey, Parent Association discussions, Parent Orientation, Parent-Teacher Conferences, participation in workshops, and increased student achievement.
 - Meeting agendas and sign-in sheets will reflect parent participation.
 - On-going articulation with the administration and teachers to monitor effectiveness of the program.
 - Tracking PA attendance for non-English speaking parents.

Initiatives

- Inquiry Team (Analyze Data)
- Instructional support for Math, Science, and Technology
- Writing Cluster

- Grades K-2 will have Orton-Gillingham training with Ms. Ann Edwards
- Grade 1 will have a creative movement residency from *Marquis Studios*
- Grade 2 will have mask-making workshops from *Marquis Studios*
- Grade 3 will have a Circus Arts residency from *Marquis Studios*
- Grade 4 will have a Yoga residency
- Grade 4 will have a Band residency from *Third Street Band*
- Grade 5 will have the Yes! program
- Grade 5 will have a Dance residency from *Neighborhood Music and Arts*
- Grades 1-5 will have the “Teaching Matters” program with Jen Gleason for both students and teachers.
- Common Core Curriculum training for teachers
- Orton-Gillingham training for teachers in grades K-2.
- Aris training
- Acuity training
- Data Specialist professional development
- Reading Coach-curriculum planning
- SMARTBoard training
- New teacher mentoring
- Test taking skills training

Programs

- McGraw Hill – (Science and Math)
- FOSS Kits – (Hands on Science Materials)
- “WRITE” – (Language Arts)
- Orton-Gillingham teaching methodology - As described by Orton Gillingham: “The Institute for Multi-Sensory Education's training programs are based on the Orton-Gillingham method of reading instruction developed by Dr. Samuel T. Orton and educator Anna Gillingham. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. The program provides students with immediate feedback and a predictable sequence that integrates reading, writing and spelling.

The Orton-Gillingham method is language-based and success-oriented. The student is directly taught reading, handwriting and written expression as one logical body of knowledge. Learners move step-by-step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.” <http://www.orton-gillingham.com/index.aspx>

- Reading Street – literacy program

As described by Pearson Learning: “Reading Street is the first program tailored specifically to the requirements of Reading First, a nationwide mandate to enable all students to become successful early readers as created by the No Child Left Behind Act (NCLB) signed into law by President George W. Bush in 2002.

Solidly anchored in the most current scientific research, Reading Street focuses on the priority skills that are proven to be indicators of reading success identified by the National Reading Panel phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Created by nationally recognized experts, practitioners, and researchers, Reading Street is designed to help teachers build readers through a wealth of reliable teaching tools for instruction, pacing, assessments, and grouping. It prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right skill, at the right time, and for every student.” <http://www.pearsoned.com/about/index.htm>

- Resource Room – “Teachers Lending Library” - Literacy Coach
- Three lunch periods (K/3) / (1/4) / (2/5) with Traffic Light System for noise reduction
- Palm Pilots grades K-3 – (ECLAS 2)

TECHNOLOGY

- SMARTBoards – All classrooms
- SMARTTable
- Apple iTouches for the ESL program
- V-cast/Podcast instruction
- Tech Club
- Laptops in classrooms
- ECLAS-2 Assessments in Palm Pilots
- ELMO for classroom use
- Translation Pens for ELL parents
- Hand-held response system
- SMARTBoard - Intervisitation and training sessions for teachers
- Book of the Month “Blog” link on school website
- Classroom Blogs
- Sound system for auditorium
- Video Conferencing with other schools
- New teacher workshop – “Power Point” presentation

- www.ps101verrazano.com – translatable into 8 languages

EXTRA-CURRICULAR ACTIVITIES
ENRICHMENT/ STUDENT RECOGNITION

- Morning sports program
- Cheerleading squad
- Vikings basketball team
- Yearbook Club
- Student Government
- Chess in the School
- Halloween Dance
- Valentine's Day Dance
- Early Childhood Halloween Parade
- Early Childhood Pumpkin Patch
- Field Day – Grades 3-4-5
- Teacher-Student Baseball/Basketball games
- 25 Book Campaign assembly
- Science Fair
- Creation Celebration
- Principal Honor Roll
- 5th Grade Honor Society
- Post-exam parties
- After-School Programs
 - Test Prep
 - ELL support for children / parents
 - TASC – The After School Corporation
 - Promotional Prep Group
 - 21st Century Community Learning Centers- after-school program
- Student of the Month

- Book of the Month

ENRICHMENT/STUDENT RECOGNITION

5th Grade School Enrichment Classes

Board Games

Searching for the Stars - Dance program

Transform Your Life - Fitness program

Cooking

Have Fun with Photos - Photography program

Jewelry Making

It's Fiesta Time - Spanish culture program

Ciao, Italia! - Italian culture program

Young Modern Artists - Acrylic paint program

iMovie making

Magic

Scrapbooking

Knitting

- Optional choices for Professional Development
- NYC Miniature Golf Activity
- "Question on the Day"
- Science Club / Planting Club
- Classroom websites

COMMUNITY INVOLVEMENT

- Penny Harvest
- Parent Outreach: automated phone system, e-mail, standard mail, and backpack letters
- New York Knicks - Get Up and Read program
- Pennies for Patients

- Chorus visits (and sings) at Senior Centers
- Holiday Boutique
- Winter Early-Childhood Assemblies
- Scholastic Book Fair
- Cake Sale
- Carnival
- Family Night / Movies
- Book donation program
- Collection of box tops
- Recyclable ink cartridges
- Pilates for Parents
- Community Lending Library Grant
- Fire Safety Assembly / Simulation
- Assembly to prevent bullying
- Ezra Jack Keats Assembly
- Moving-Up Ceremonies - Pre-K and Kindergarten
- 5th Grade Graduation Ceremony
- Back to School Night (evening)
- Parent Teas (during school day)
- PA Most Improved Awards - Pizzeria Uno
- www.ps101verrazano.com –translatable into 8 languages
- Trip/School Calendars
- Daily Lunch Menu
- On-line Student of the Month Celebrations
- Publish “101Wonderings” parent newsletter
- Welcome letters of expectations for the grades (July-September; posted on website with supply lists) and mid-year expectation letters/books to parents
- Memory Books
- Fifth Grade Yearbook

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

To deal with communication issues between teachers and parents through:

- Parent-teacher conferences which will be held on November 9, 2010 and March 16, 2011.
- Frequent reports to parents on their children's progress
- Parents having reasonable access to staff
- Parents having opportunities to volunteer and participate in their children's classes
- Observation of classroom activities
- To conduct a minimum of 5 parent workshops
- Providing information about the program to parents in a timely way.
- 21K101PA@schools.nyc.gov - the PA e-mail
- <http://www.ps101verrazano.com> - the school website where blogging is possible
- Introduce The Instant Messenger Service, which automates phone calls and e-mails to parents regarding important school notices such as school closings, special events, student absences, and emergency information.
- Every teacher will make at least 2 parent outreach phone calls regarding students in his or her class per month.
- Increasing communication via the world wide web (PTA e-mail account, PS101 school e-mail account, school webpage www.ps101verrazano.com , The Verrazano Wonderings blog), newsletters, backpack letters translated into various languages, parent workshops, and Title I funding for parent classes and seminars conducted by representatives of our literacy programs.
- Parents will be invited to open house orientations which will acquaint them with their children's teachers as well as preview the year's curriculum.

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.]

- Profiles and individual student assessment results for each child and to provide other pertinent individual and school district education information.
 - Annual Report Cards to be given out in November, February, and June
 - Frequent reports to parents on their children's progress
 - Aris Parent Log-in (magnets)
- The distribution of the State English Language Arts and Math exam results - NYSTART, ECLAS results, and Acuity results will be distributed to the parents.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
[Describe when, where, and how staff will be available for consultation with parents.]
- The staff will be available for consultation with parents during their weekly prep periods.

- Parent-Teacher conferences will provide a forum for parents to speak with their children’s teachers for progress updates as well as suggestions for further instruction on how to assist the needs of their children.
 - Open School Week will give parents an opportunity to attend classes and observe instruction.
 - Parent Teas provide an opportunity for parents to learn about the classroom experience.
 - Internet viewing of special activities, pictorial diaries, and podcasting on our school website.
 - Parents as Partners for classroom trips.
 - The Parent Coordinator is readily available in person and on the phone.
 - Scheduled appointments through the Main Office.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
- Parent Teas will be held in September to welcome back the parents, acquaint the parents with the curriculum, and provide an opportunity for discussion.
 - Parents are frequently asked to attend class trips.
 - Parents are encouraged to participate in celebrations such as classroom holiday parties, school dances, parades, special events, and shows.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
- Ways to improve parental involvement are continually discussed at PA and School Leadership Team meetings.
 - An annual meeting of Title I parents to inform them of the Title I program and their right to be involved will be held.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools) in an organized, on-going, and timely way.
- Parents will be provided with timely information about all programs during School Leadership Meetings, Parent Association meetings, and through the Parent Coordinator. Parental input will be taken into account at these meetings.
8. 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 and encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - Translators are available upon request.
 - Translators available during school functions for interpretation to parents.
 - School notices are made available in several languages when needed.
10. 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.
 - The printed school calendar lists all upcoming special events and happenings.
 - The school website lists all upcoming special events and happenings.
 - The automated phone messenger service contacts parents about upcoming events and happenings.
 - Notices are given out on a regular basis to inform our school community of upcoming events.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to parents an individual student report about the performance of their children on the State assessment in at least Math and Language Arts.
13. Provide parents timely notice when their children have been assigned or have been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in my child's classroom.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my child's education.
- 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.
- 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.
- Visit our school's webpage to keep abreast of current happenings at my child's school.

Parent Responsibilities

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students, and listen to grade 2 and 3 students read for 15-30 minutes per day.
- To monitor his/her child's/children's:
 - attendance at school
 - homework
 - television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Principal's Signature

Date

Parent's Signature

Date

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.
Please see "Needs Assessment" in this document, page 11.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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.

Parent Compact Title I funds will be commingled with PCEN, ERSSA, Fair Student Funding, Project Arts, tax levy, IDEA, Instructional Programs, LEP, Title III LEP, Special Needs in the following ways to support the School-wide Program:

- a. ELA/Math Exam Preparation-School Program. This program is beneficial to help improve understanding and allow students to reach grade standards before taking the state standardized examination. Mondays and Tuesdays from 3:35 – 5:05.
- b. Test Preparation for students with IEPs will be provided after school in the ELA/Math Exam Remediation Preparation After-School Program. This program is beneficial to help improve understanding and allow students to reach grade standards before taking the state standardized examination. Mondays and Tuesdays from 3:35 – 5:05.
- c. 21st Century After-School program - provides additional instruction for our students in English Language Arts and Mathematics. This program also provides recreational components, including Martial Arts, Hip-hop, Health and Fitness, Chess, and Yoga.
- d. The introduction of the Youth Empowerment Seminar, YES! program for grade 5. The YES! program presents students with a complete collection of tools to manage their emotions. Yes! teaches useful skills that assist students in reaching their full potential.
- e. The introduction of the Third Street Music School Settlement school band program for our 4th grade students. Students will learn to play woodwind, brass, and percussion instruments. We look forward to viewing student concerts later on in the year.
- f. The Four Square Writing Cluster - this program will provide students with a systematic method to produce quality pieces of writing.

- g. E-PALS- students from PS 101 are pen pals with student from other states and countries. This is in an effort to practice writing skills while broadening their cultural horizons.
- h. Skyping - Student interact via the World Wide Web with other classroom students from all over the world. This is in an effort for students to learn about other cultures and differences within school communities.
- i. Extended Day (50 minute additional instruction). This program provides academic intervention services for at-risk students in grades 1 through 5 on Mondays and Tuesdays.
- j. Data Wednesdays – Teacher teams meet to analyze data and create next steps for their students.
- k. Common Core Curriculum Initiative- teacher teams analyze and construct curriculum maps based on the new federal core curriculum guidelines.
- l. Juicy Text/Academic Language Initiative- ELL and classroom teachers expose all students to advanced literature and techniques to help them become language watchers and expand vocabulary.
- m. C6 meetings weekly with the Data Specialist, Science Support Provider, Social Studies Support Provider, and the Literacy Coach are provided for classroom teachers.
- n. Parallel programming will be put into effect to support the classroom teacher during the Literacy block in an effort to reduce the class size, while providing personalized instruction to every student. ESL teachers, AIS Reading Support teachers, and the Enrichment teacher will be pulling students during the Literacy block, leaving the on-grade level students with the classroom teacher for differentiated instruction.
- o. There will be 13 21st Century classrooms in grades 3 – 5, where every student will have access to a personal laptop to be used throughout the year for classroom support and instruction.
- p. Project ELL After-School Program will focus on providing high intensity English language instruction for students.
- q. Inquiry Team (Analyze Data)
- r. School-wide Inquiry Initiative
- s. Instructional support for Math, Science, and Technology
- t. SMARTBoards – All classrooms
- u. SMARTTable
- v. Podcasting
- w. Laptops in classrooms
- x. ECLAS-2 Assessments in Palm Pilots
- y. Apple iTouches for ESL students and teachers- this is in an effort to record fluency and for small group instruction.
- z. ELMO for classroom use
- aa. Translation Pens for ELL parents
- bb. Hand-held response system - Senteo
- cc. SMARTBoard - Intervisitation and training sessions for teachers
- dd. Book of the Month blog link on school website
- ee. Classroom Blogs
- ff. Sound system for auditorium

- gg. Programs: Reading Street, Foundations, McGraw Hill – Science and Math, FOSS Kits – Hands on Science Materials, WRITE – Language Arts, Orton-Gillingham teaching methodology.
- hh. TASC – The After School Corporation - Performance Art Academic Preparation program. This extra help in Literacy and Math is being provided to ensure that every child has a well-rounded education. The instructional part of the program will include standardized test preparation, homework help, and peer tutoring on Mondays and Wednesdays, while the focus on Tuesdays and Thursdays will be performing the arts of education: dance, drama, chorus, and art.
- ii. Student of the Month- Parent assembly in association with the Parent Association to honor our Student of the Month. Students will receive certificates and ribbons to celebrate becoming Student of the Month.
- jj. Book of the Month
- kk. 25 Book Campaign
- ll. Science Fair
- mm. Principal Honor Roll
- nn. Fifth Grade Honor Society
- oo. Post-exam parties
- pp. Promotional Prep Group
- qq. CBO Partnerships — P.S. 101 enjoys collaborations with several community-based organizations including IP Ethernet Technology, Inc., Jewish Community House, Stillwell Prep, Chinese Christian Education Center, Ken's Excellence Learning Center, A+ Learning Center, and Angel's Learning Center. These agencies provide student-tutoring services which augment the school's academic intervention services.
- rr. Cluster Programming — Educational activities are provided to students according to the needs of the school. Our clusters include Art, Music, Physical Education, Technology, Science, and Language Arts.
- ss. Lending Library — Students use the school library to exchange books, research, meet the Chancellor's standard of reading 25 books, and read for enjoyment.
- tt. Writing journals and portfolios are used for on-going assessment and instruction.
- uu. Create smaller learning communities enabling the intervention teachers to provide more individualized instruction.
- vv. Utilize a push-in model of instruction which will touch upon all students, not only those who are not meeting the standards.
- ww. Provide ELLs funded Math services, and Reading services as needed.
- xx. Provide enrichment opportunities for students working above grade level.
- yy. Provide after-school programs to students (grades 1 - 5) at risk of not meeting required city and state standards.
- zz. Grade level meetings will be held weekly to assess, collaborate, and initiate a plan for fluid instruction throughout the grades.
- aaa. Technology will be available to students in grades Pre-K - 5. Portable laptop carts will be located on each level of the school. Wireless technology, available throughout the school, will further strengthen

students' skills in all curriculum areas. SMARTBoard technology will be in every classroom to integrate the Internet and other technological services with classroom teaching.

- bbb. Expert will provide professional development according to the needs of the staff and students.
- ccc. Supplies and instructional materials will be purchased for the entire student population.
- ddd. Parental involvement will be encouraged through out-reach to our multi-ethnic community by the School Leadership Team, the PA, and the parent coordinator.
- eee. Continue parent workshops to enable parents to understand and assist in their children's education.
- fff. Utilize F Status personnel for additional help in Literacy and Math.
- ggg. Resource Room – Teachers Lending Library - Literacy Coach
- hhh. Three lunch periods (K/3) / (1/4) / (2/5) with Traffic Light System for noise reduction
- iii. Palm Pilots grade K - 3 – ECLAS 2

3. Instruction by highly qualified staff.

100 % of our teachers are certified and licensed. 61.8% have more than 5 years teaching experience in this school. 84 % of our teachers hold a Masters Degree plus 30 hours or doctorate. 99% of our core classes are taught by “highly qualified” teachers (NCLB/SED defined). We have one Art, one Science, one Technology, one Social Studies, and four Reading specialists. We have four ESL specialists, two SETSS providers, and one IEP/AIS provider.

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.

It is a priority of PS 101 to provide high-quality professional development for our staff. The following list is an example of professional development opportunities and residencies for both the student and teacher:

- Grades K-2 will have Orton-Gillingham training with Ms. Ann Edwards
- Grade 1 have a will creative movement residency from *Marquis Studios*
- Grade 2 will have mask-making workshops from *Marquis Studios*
- Grade 3 will have a Circus Arts residency from *Marquis Studios*
- Grade 4 will have a Yoga residency
- Grade 4 will have a Band residency from *Third Street Band*
- Grade 5 will have the Yes! program
- Grade 5 will have a Dance residency from *Neighborhood Music and Arts*
- Grades 1-5 will have the “Teaching Matters” program with Jen Gleason for both students and teachers.

- Common Core Curriculum training for teachers
- Orton-Gillingham training for teachers in grades K-2.
- Aris training
- Acuity training
- Data Specialist professional development
- Reading Coach-curriculum planning
- SMARTBoard training
- New teacher mentoring
- Test taking skills training
- Technology training

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

PS 101 will conduct a thorough and aggressive recruitment process to scout potential educators for all available positions. A three-member human resource team will interview prospective candidates. P. S. 101 is a “B” school, as determined by the Chancellor and noted on our 2009 School Report Card. On-going professional development with certification opportunities, such as certification in SMARTBoard training and professional development in the Orton-Gillingham technique, enhances teacher qualifications, skills, and desirability in the work force. Our clubs (Drama, Science, Dance, Chorus, Art, and Technology) provide incentives to attract highly qualified teachers. The intra-mural sports program makes our school unique. The addition of advanced technology (SMARTBoards, Senteo hand-held response devices, language translation pens, computer laptops in each classroom), digital cameras, and enrichment programs make P.S. 101 a very desirable school to teach in.

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

- Translators will be provided at PA meetings to insure the needs of all parents are being met.
- 21K101PA@schools.nyc.gov -the PA e-mail
- <http://www.ps101verrazano.com>-the school website
- Parent Workshops- provided by the 21st Century Grant in cooperation with the Leadership Program. Twelve parent seminars will be given throughout the year geared toward parent involvement in areas such as literacy and support.
- The PA webpage on the school website
- The Verrazano Wonderings on-line and print school newsletter

- Reading program, Scott Foresman/Pearson, and Math McGraw Hill On-line Access
<https://www.pearsonsuccessnet.com/snpapp/login/login.jsp>
- Grade 1-5 students will have access to on-line resources such as a leveled reader database for homework and class work review with parents.
- <http://macmillanmh.com/ose/index.html> (Math Connects) Math workbook
- <http://www.schooldirect.com/store/ProductCatalogController?cmd=LaunchPage&nextPage=School/html/index.html&division=S01> (Social Studies)
- <http://eduplace.com/ss/index.jsp?state=ny&submit.x=58&submit.y=11> (Social Studies)<http://www.fossweb.com/> (Science)
- Online podcasting of teacher lessons
- Online SMARTBoard lessons of classroom teacher lessons to reinforce the daily lesson at home.
- Parent Literacy workshops conducted by Ms. Ann Edwards on how to practice the Orton-Gillingham reading strategies at home.
- Open library hours for family book borrowing.
- Parent coordinator workshops in family literacy.
- Title I family reading nights.

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.

We have four Universal Pre-K classes. Our school-based support staff, Pre-Kindergarten teachers, Kindergarten teachers, and family advocate assist in the transition of early childhood programs with stepping-up ceremonies, inter-class visitation, and providing guidance when needed. The Pre-Kindergarten program for the 2010-2011 school year will be planned with the keen awareness of the special characteristics, needs, and ways of learning and interests of four-year-old children. We plan to develop the three aspects of a child, cognitive/linguistic, psychomotor, and social/emotional, to assist in the successful transition from the Universal Pre-Kindergarten program to the Schoolwide Program. This will enable the Pre-Kindergarten teachers, educational assistants, family assistant, and social worker to develop literacy and developmental centers using various manipulatives; develop “Together Time” workshops and inviting parents to the meetings; and develop a balanced literacy curriculum including visual arts and music appreciation to develop letter, sound, and number recognition and phonemic awareness skills. In building students’ cognitive/linguistic, psychomotor, and social/emotional skills, we plan to implement home/school partnerships that will support student achievement through parenting workshops. Pre-Kindergarten teaching staff workshops are held throughout the school year to develop new ideas and theories of learning and techniques to utilize in the classroom. Non-attendance days are provided in the Department of Education calendar to ensure an ample amount of time for professional development. Newly learned information is then transcended from guided to direct to independent

practice. Our social worker and parent coordinator hold monthly meetings for parents with topics that are of high interest and concern to our students' families. These seminars are geared toward furthering the development of every Pre-K student. The entire Pre-K staff readily makes themselves available to parents to help in this crucial first year of learning and development.

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.

PS 101 conducts a formal needs assessment survey which provides teachers with the opportunity to document their observations regarding classroom instruction and allow them an arena for input. In the school year 2010-11, 100% of our staff will be involved in the school-wide inquiry process, the Inquiry team will meet on a weekly basis, our Instructional team (made up of grade leaders and support staff) will meet on a weekly basis, our Pupil Performance Team will meet on a weekly basis, and the School Leadership Team will meet on a weekly basis. Monthly goals are written by the special education teachers to drive instruction. Each grade meets weekly to plan instruction, share goals, and decide how to interpret and use assessments. Data will be collected and analyzed to drive instruction in all areas with an added emphasis on reaching our ELL learners in all subject areas, particularly Science and Social Studies. The data will be composed of both teacher-generated and text-based evaluation. Attention will be given to analyzing student performance in relation to subject areas.

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.

PS 101 provides two SETSS teachers, an IEP teacher, an Enrichment teacher, four ESL teachers, four funded reading teachers, one academic intervention math teacher, two speech teachers, a guidance counselor, two social workers, a school psychologist, a family assistant, and an occupational therapist to provide for the needs of our students. Weekly grade meetings, Pupil Performance Support meetings, Inquiry meetings, and Instructional meetings provide an arena where students' needs are discussed and appropriate measures are taken to assist the students with their learning needs. Parallel programming will be put into effect to support the classroom teacher during the Literacy block in an effort to reduce the class size while providing personalized support to every student. ESL, AIS Reading Support teachers, and the Enrichment teacher will be pulling students during the Literacy block, leaving the on-grade level students with the classroom teacher for differentiated instruction. Test Preparation for students with IEPs is provided after school in the ELA/Math Exam Remediation Preparation After-School Program. This program is beneficial to help improve understanding and allow students to reach grade standards before taking the state standardized examinations. This program meets on Mondays and Tuesdays 3:30- 5:05.

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.

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 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 FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

Title I, Part A (Basic)	Federal	X			\$381,862.00	x	14, 15, 16,17
Title I, Part A (ARRA)	Federal	x			\$398,015.00	x	14, 15, 16,17
Title II, Part A	Federal	x			\$99,385.00	x	14, 15, 16,17
Title III, Part A	Federal	x			\$25,640.00	x	14, 15, 16,17
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			\$3,565815.00	x	14, 15, 16,17

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

-There are no students in temporary housing who are currently attending our school.

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

Guidance is given to parents experiencing hardships with housing in providing intervention and support services as needed. We work together to help families in need and ensure they are safe and cared for. Youth Development Offices are used, as an outreach for us to call upon when a family is placed in temporary housing. The McKinney Act and Temporary Housing procedure/process is followed, as per the DOE guidelines. As DOE supervisors, we follow proper protocol stated in the website: <http://schools.nyc.gov/NR/rdonlyres/98131364D-E542-4763-BC2F-7D424EBD5C83/65962/STrolesFAscscfnfinal>.

We help provide items or services in need: backpacks, supplies, school counseling services, PA involvement for contributions regarding school activities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 101 The Verrazano						
District:	21	DBN:	21K10	School		332100010101	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	72	72	72		95.4	96.1	96.4
Kindergarten	125	118	123	Student Stability - % of Enrollment:			
Grade 1	140	135	141	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	126	140	140		94.4	94.8	94.5
Grade 3	130	130	143	Poverty Rate - % of Enrollment:			
Grade 4	129	132	134	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	132	129	131		63.9	83.7	83.7
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		1	2	8
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		20	28	13
Grade 12	0	0	0	Special Education			
Ungraded	0	0	2	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	854	856	886		63.9	83.7	83.7
				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	7	10	12	Principal Suspensions	0	2	0
# in Collaborative Team Teaching (CTT)	0	3	44	Superintendent Suspensions	0	0	0
Number all others	67	71	55	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		51	55	55
# receiving ESL services only	163	143	TBD	Number of Teachers			
# ELLs with IEPs	0	25	TBD	Number of Administrators and Other Professionals	10	10	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	2	2	7

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	98.0	96.4	100.0
				% more than 2 years teaching in this school	76.5	76.4	85.5
				% more than 5 years teaching anywhere	60.8	61.8	69.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		84.0	84.0	98.2
American Indian or Alaska Native	0.0	0.1	0.1	% core classes taught by "highly qualified" teachers	97.8	99.0	100.0
Black or African American	0.9	1.1	0.9				
Hispanic or Latino	14.5	14.3	13.7				
Asian or Native Hawaiian/Other Pacific	58.9	58.4	58.4				
White	25.4	26.2	26.9				
Male	54.1	51.6	53.3				
Female	45.9	48.4	46.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	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	v	v	-				
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	57.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.3	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:	32.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

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

**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 CFN 605	District 21	School Number 101	School Name The Verrazano School
Principal Gregg Korrol	Assistant Principal Elisa Kane		
Coach Lisa Cannatella	Coach		
Teacher/Subject Area Maria Lupo / ESL	Guidance Counselor		
Teacher/Subject Area Margaret McQuade / ESL	Parent D. Whittaker & L. Nitti		
Teacher/Subject Area Grace Siggia / ESL	Parent Coordinator Margaret Lloyd		
Related Service Provider Jennifer Turchi	Other Jessica Leung Rivera / ESL		
Network Leader Wendy Karp	Other Neal Willner / School Psych		

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	4	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	882	Total Number of ELLs	149	ELLs as Share of Total Student Population (%)	16.89%
------------------------------------	------------	----------------------	------------	---	---------------

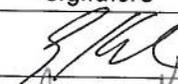
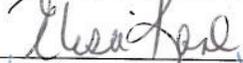
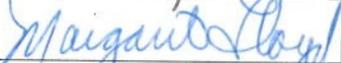
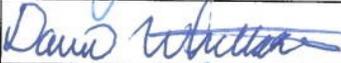
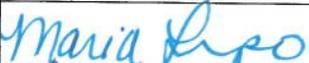
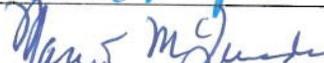
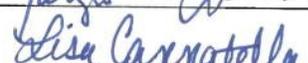
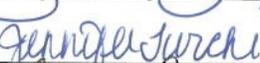
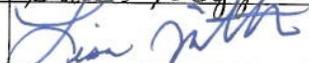
Part II: ELL Identification Process

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

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

Part VI: LAP Assurances

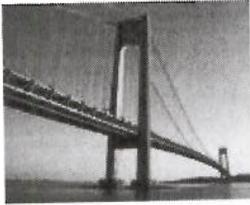
Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregg Korrol	Principal		10/29/10
Elisa Kane	Assistant Principal		10/29/10
Margaret Hoyd	Parent Coordinator		10/29/10
See Below	ESL Teacher		10/29/10
Dawn Whittaker	Parent		10/29/10
Maria Lupo/ESL	Teacher/Subject Area		10/29/10
Margaret McQuade/ESL	Teacher/Subject Area		10/29/10
Lisa Cannatella	Coach		10/29/10
	Coach		
Neal Willner	Guidance Counselor		10/29/10
Wendy Karp	Network Leader		
Jessica Rivera	Other <u>ESL</u> Teacher		10/29/10
Jennifer Turchi	Other <u>SETTS</u> Teacher		10/29/10
Grace Siggia	Other <u>ESL</u>		10/29/10
Lisa Nitti	Other _____		

TRANSMISSION VERIFICATION REPORT

TIME : 11/03/2010 09:14
NAME : P S 101
FAX : 17183721873
TEL : 17183720221
SER.# : BROD5J258008

DATE, TIME	11/03 09:13
FAX NO./NAME	17187587607
DURATION	00:00:45
PAGE(S)	02
RESULT	OK
MODE	STANDARD ECM



Gregg Korrol

Principal

P.S. 101
The Verrazano School
2360 Benson Avenue
Brooklyn, NY 11214
(718) 372- 0221

Elisa Kane

Assistant Principal

FAX- 718 372 1873
Fax Transmittal Sheet

Fax Number Called: **1-718-420-5665**

Date: November 4, 2010

To: Jose De La Cruz

From: J. Rivera/M. Lupo

Re: LAP signature page

**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 Children's First	District 21	School Number 101	School Name The Verrazano School
Principal Gregg Korrol		Assistant Principal Elisa Kane	
Coach Lisa Cannatella		Coach	
Teacher/Subject Area Maria Lupo / ESL		Guidance Counselor Bernadette Saunders	
Teacher/Subject Area Margaret McQuade / ESL		Parent J. Fevola & L. Nitti	
Teacher/Subject Area Grace Siggia / ESL		Parent Coordinator Margaret Lloyd	
Related Service Provider Jennifer Turchi		Other Jessica Leung Rivera / ESL	
Network Leader Wendy Karp		Other Neal Willner / School Psych	

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	4	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	882	Total Number of ELLs	149	ELLs as Share of Total Student Population (%)	16.89%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

1. The Verrazano School (P.S. 101K) is proactive in identifying its English Language Learners (ELLs), their needs and appropriate services necessary to aid their success. We currently service 882 students for which 16.89% (149 students) are ELLs. There are four ESL-certified pedagogues who are assigned to work exclusively with this population: Maria Lupo, Margaret McQuade, Jessica Leung Rivera and Grace Siggia. Most ELLs in our school are eligible for ESL services because they scored below the double proficient score on the New York State English as a Second Language Aptitude Test (NYSESLAT). Otherwise, newly enrolled students follow the New York State LEP Identification Process to determine if they are eligible for ESL services at our school.

Families seeking to enroll their child at P.S. 101K have their paperwork processed by the Pupil Accountant Secretary, Josephine Tartamella. At this time, the parents are given a Home Language Identification Surveys (HLIS) in their native language to complete. If the survey dictates that the student's only language is English, he or she enters the general education program. If the student's native language is other than English, then an informal interview with the family is held to determine whether they are eligible for English as a Second Language (ESL) services. This interview is conducted in English and the native language by the pupil accountant secretary, a certified ESL teacher and/or translator. (There are pedagogues on staff who speak the top four languages at our school: Chinese, Spanish, Russian and Arabic. The DOE's translation services are utilized for all other languages.)

Once a second language is identified, the student is administered the Language Assessment Battery Revised (LAB-R) within ten days of enrollment. If they are LEP and speak Spanish at home, the child is also administered the Spanish LAB. For translation purposes, the ESL certified teacher gives this assessment with the help of a Spanish-speaking staff member. LAB-R cut scores, as per the memorandum sent by the Division of Assessment and Accountability, are used to determine if the child is indeed Limited English Proficient (LEP). Students at the proficient level on the LAB-R are not LEP and therefore enter the general education program. If the student scores at the Beginning, Intermediate or Advanced Levels, the student is eligible for ESL services and is placed in a bilingual education, dual language or freestanding ESL program, depending on the parent's selection on the Parent Survey and Program Selection Form.

The people responsible for seeing this ELL Identification Process through are: our ESL providers (Maria Lupo, Margaret McQuade, Jessica Leung Rivera, Grace Siggia); Josephine Tartamella (Pupil Accountant Secretary); Elisa Kane (Assistant Principal); and other various staff members who provide translation for parent meetings, interviews, outreach and Spanish LAB administration.

The following spring, the NYSESLAT is administered to every ELL in the school. If the student scores at the Proficient Level, the student is now a former ELL (F-ELL) and enters the general education program with transitional services for the following two years. If the student scores at the Beginning, Intermediate or Advanced Level, the student is receives continued entitlement until he or she is able to obtain double proficiency in the subsequent years.

2. If the Parent Survey and Program Selection Form (PS) was not completed at the time of enrollment, the parents/guardians are invited to attend a parent orientation meeting within the first found weeks of their child's admit date. Entitlement letters of invitation are distributed in their home language as indicated on the HLIS. Bilingual staff members serve as translators at the meeting to inform parents of the three programs available throughout the New York City Department of Education: Transitional Bilingual, Dual Language and Freestanding ESL. An administrator and our parent coordinator also attend the meetings to welcome parents and answer questions. At this meeting, attendees are invited to view the Parent Orientation DVD in the appropriate language if available and to ask questions about their child's ESL program options. The ELL Parent Brochure is also distributed to help parents fill out the PS in their home language. Three orientations are scheduled throughout September and early October. ESL pedagogues may also set up individual meetings to work around parent schedules and to ensure that the associated paperwork is completed.

If the parent or guardian is unable to attend the school meetings despite multiple invitations, the ELL Parent Brochure and parent survey are sent home, and the parent coordinator or designated ESL teacher will reach out to the parent over the phone to discuss the three program options and to complete the paperwork.

3. For new admits, PS 101 uses the above processes to distribute and collect the Parent Survey and Program Selection Form. The original is placed in the child's cumulative record card (CUM) while a copy is left in a locked cabinet located in the main office. Their ESL teacher also makes a copy for their own records. Continued Entitlement Letters are distributed in both English and the child's native language to the parents. At PS 101, we print these letters with a tear-off for parents to sign and return so that we can be sure that they have

received them. These slips are collected by the ESL pedagogue and attached to the child's HLIS in their CUMs. If the Continued Entitlement Letters or the PSs are not returned after the initial distribution, they are reissued and phone calls are made. The ESL pedagogue and Parent Coordinator will also reach out to the parent/guardian to arrange for a one-to-one meeting if necessary to ensure that the necessary paperwork is returned to the school in a timely manner.

4. When parents/guardians have completed the Parent Survey, the program requests are counted. In the rare instance that a PS is not returned, then the default program for this ELL is Transitional Bilingual Education (TBE) as per CR Part 154. If there are not enough students (12 in two continuous grades) to initiate a Transitional Bilingual or Dual class, then and only then is the parent/guardian given a choice of having their child bussed to another school that fulfills their request. The Parent Coordinator assists the parent/guardian in choosing the desired setting. Either an on-staff translator or the NYC DOE's translation services are utilized to assist the parent/guardian in making this choice. If the parent decides to not enroll in another school and to stay at PS 101, their decision and the date it was made are documented in writing on the parent survey.

5. Typically, parents and guardians at P.S.101 request Freestanding English as Second Language program model. This year, we have 46 new admits. Their program selections are as follows: 39 Freestanding ESL, 8 TBE, and 0 for Dual Language. Those who have yet to respond are included with the TBE tally since CR Part 154 mandates that the default program for ELLs be such. Seven of the eight surveys for TBE are actually a result of a lack of parent response. We expect this to drop as the year progresses since the parent coordinator and ESL providers are making continual efforts to contact the parents to fill out their paperwork. For the 2009-2010 school year, 29 of 31 surveys indicated Freestanding ESL as their first choice while the last 4 surveys had Transitional Bilingual Education selected. In 2008-2009, 31 of 35 parents of newly admitted ELLs selected Freestanding ESL and again 4 selected TBE. As for students who receive continued entitlement as per the NYSESLAT, letters in English and the native language are sent home to parents/guardians to inform them of their child's status and scores. Historically, parents have not requested a change their child's program since continuity in program placement is stressed in the letter.

6. PS 101 has chosen to implement the Freestanding ESL (Pull-Out) program model in order to comply with parent requests for this program. (Our number of classes in this model are listed below under Push-In since there is no option for Pull-Out in the chart.) Moreover, our school does not have the necessary numbers to establish a bilingual program; there are less than 12 PSs from two continuous grades that show TBE as their first choice. Again, if parents do decide to have their child remain at PS 101 despite selecting TBE, their decision is documented on their PSs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	3	4	2	4	4	3	0	0	0	0	0	0	0	20
Total	3	4	2	4	4	3	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	134	Special Education	32
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	134	1	13	15	0	19	0	0	0	149
Total	134	1	13	15	0	19	0	0	0	149

Number of ELLs in a TBE program who are in alternate placement: 9

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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	5	9	1	11	6	6	0	0	0	0	0	0	0	38
Chinese	15	4	13	12	2	10	0	0	0	0	0	0	0	56
Russian	1	1	3	1	1	2	0	0	0	0	0	0	0	9
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	0	4	1	0	0	0	0	0	0	0	0	6
Arabic	1	2	2	2	0	0	0	0	0	0	0	0	0	7
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	4	0	1	0	0	0	0	0	0	0	0	0	0	5
Other	1	3	2	0	0	2	0	0	0	0	0	0	0	8
TOTAL	28	19	22	30	10	20	0	129						

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.

1a&b. Instruction at PS 101K is delivered by four ESL-certified teachers through the Freestanding ESL organizational model, and thereafter the Pull-Out program model. This is consistent throughout grades kindergarten to fifth. While PS 101 is careful to use flexible grouping in order to best serve its ELL population, students are likely to be organized homogeneously as a result of their NYSESLAT proficiency levels. Moreover, third through fifth grade employs a streaming model for their literacy block in which every child for a specific period of the day is assigned a small group classroom to work on a predetermined skill set. ELLs are assigned to their ESL teachers for this special literacy block. There are some exceptions and flexibility depending on the situation: groups from continuous grades may be combined; beginner and intermediate level students may find themselves working together; newcomers may receive extra sessions targeting their unique needs; and students who are making extraordinary progress may be bumped up to another group, or vice versa. It is our school's aim to differentiate instruction for the students according to our data.

2. Our staff is organized to ensure that the mandated number of instructional minutes is delivered within our ESL program according to their proficiency levels. After the identification of our ELL population is completed at the beginning of the school year, the ESL staff systematically organizes their schedules to make certain that all beginning and intermediate students are serviced for 360 minutes per week and that all advanced students are serviced 180 minutes per week as per CR Part 154 mandate. Each ESL teacher can supply up to twenty-nine 45-minute blocks per week. With four ESL teachers, we can provide up 116 periods/5,220 minutes of instruction a day. To meet the above mandates, 2010-2011 teacher schedules occupy 104 periods with adequate room for newcomer groups, other enrichment programs and/or responsibilities.

3. Just as the program model at PS 101K is specifically tailored for each group and level, grade-appropriate content area instruction is integrated into our ESL lessons. This effort cements academic rigor into our curriculum, and ensures that we amplify, not simplify our instruction and that our program helps accelerate ELL learning so that they may achieve academic success. Although the language of

instruction is English, students may use both English and their native language to work out their understanding of content area subject matter. Whenever possible, the ESL teacher focuses on domain-specific language and vocabulary and their nuances (i.e. math – add, sum, increase by) in order to facilitate understanding in math, science, social studies and the English language arts. Students are also given a bilingual dictionary if they literate in their first language, and they are taught to use the bilingual glossaries provided by the NYS Office of Bilingual Education and Foreign Language Studies. To better align ESL instruction with content area instruction, curriculum maps are distributed and discussed during teacher articulation periods.

Additionally, research-based ESL methodologies and instructional strategies are applied in accordance to the new academic Core Standards. Academic Language, juicy text, deconstructing and reconstructing words, figurative language, small group instruction, and literacy streaming blocks help to track data analysis when comparing trends to NYSESLAT, ECLAS2, Interim Assessments, Fluency and Acuity testing.

4. Differentiated instruction is based on the results of the LAB-R, NYSESLAT, Interim Assessments, eCLAS-2, WRAP and any other formal or informal assessments conducted by the ESL and classroom teacher. ESL providers apply the appropriate teaching techniques depending on level and ability of each student.

a. SIFE students are provided with extra support within the mainstream classrooms and ESL program. ESL providers and classroom teachers create special goals for each student and monitor his or her progress along the language continuum. Depending on the child, they may also focus on teaching the SIFE student socialization skills so that they may adapt more comfortably to the American school environment. During class time, differentiation occurs in the process, product and content. For instance, ESL providers use the SMART Board to provide visual support for more difficult concepts in a highly engaging manner. Homework assignments are tailored to their readiness levels. Reading and math club teachers may pick them up to increase their time spent in smaller group settings. Buddies and heterogeneous grouping may be used to facilitate learning. Furthermore, SIFE students are encouraged to enroll in morning and afterschool programs to help them log in more time spent learning.

b. Newcomers are identified as ELLs who have spent three years or less in the NYS school system. Typically, they arrive with extremely limited literacy skills (according to their LAB-R results) and need targeted instruction in phonemic awareness and decoding. Both the ESL provider and classroom teacher use the Orton-Gillingham approach to meet this need. Furthermore, vocabulary and content area instruction starts immediately since research proves that students do not need to be able to read or write fluently prior to learning the subject matter. This is especially important since ELLs receive only one grace year prior to taking the ELA, and ESL providers must therefore consciously work with the student to ensure that they have necessary skills to be successful on the ELA within two years. Where possible, test language is used during the regular school day to help familiarize students with the jargon.

c. ELLs receiving service four to six years are analyzed for the language modality in which they are weak in and may then be targeted with Academic Intervention Services (AIS). Phonics instruction, academic language, comprehension, grammar and writing skills are provided in small group instruction during Extended Day. These students are also encouraged to attend the 21st Century After-School programs that review skills in reading and math in preparation for state exams.

d. Long-Term ELLs who have completed 6 years or more would receive AIS. However, PS 101K currently does not have any student that fits this population.

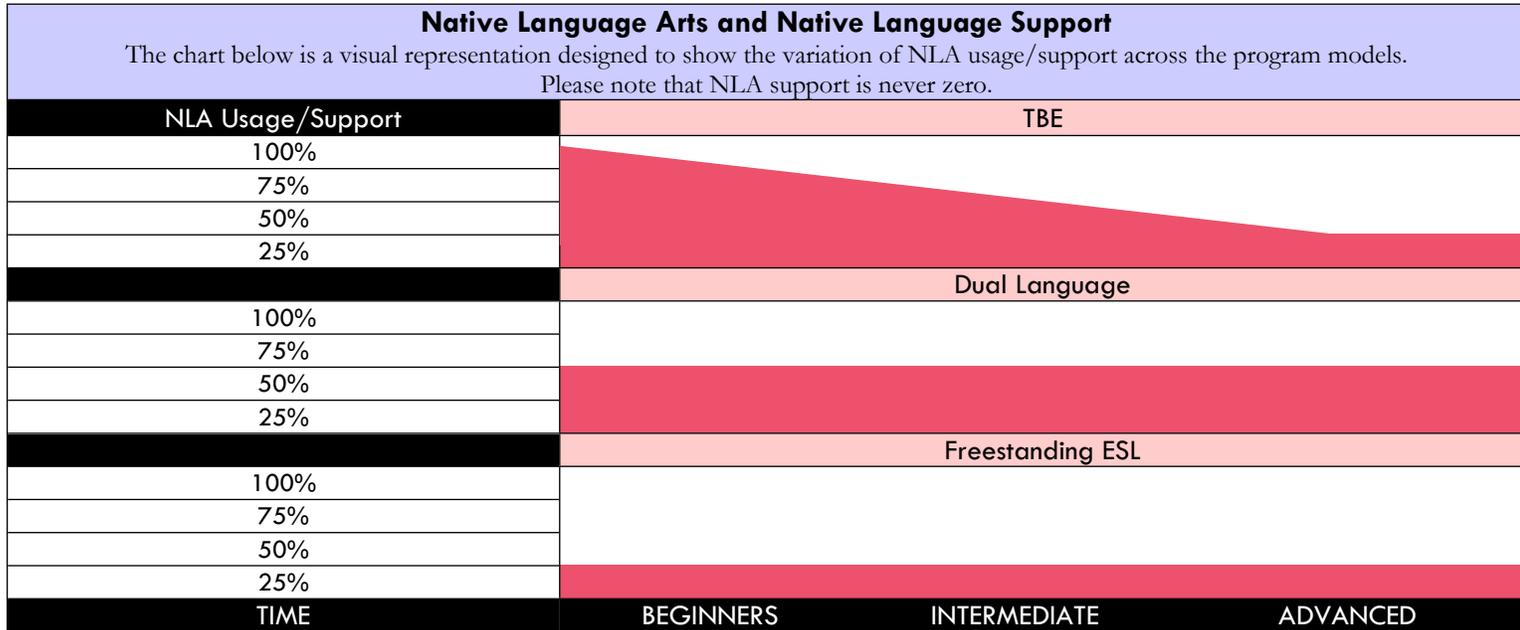
e. For each ELL identified with special needs, ESL providers meet with Regular Ed, Special Ed, and SETTS providers to discuss the goals and modifications on the individualized educational plan (IEP). We check to make certain that the language goals are on the plan are rigorous, but attainable. Student goals come to fruition through deliberate efforts to differentiate every lesson and project according to their needs. They may also help the school psychologist and/or social worker determine if the child's needs are indeed a language issue or something more, and may recommend them for Monolingual Services without ESL (x-coded status) if it is deemed that the ESL program is too disruptive of their regular day. Parent meetings are also held to include and support parents in helping to create a successful academic experience.

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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?

5. The targeted intervention programs at PS 101K for ELLs are as follows:

- Extended Day Inquiry Team Groups: ELLs in 3rd, 4th and 5th grades are pulled by into small group setting during Extended Day in order to build their academic vocabulary and comprehension skills in the English language arts. This initiative is driven by our data inquiry team, who utilize Rigby's On Our Way to English Program (OWE) to focus their instruction. OWE provides simultaneous instruction in language, literacy and content in thematic units. Our x-coded and SIFE ELLs are included in this program.
- Double Proficient ELLs Morning Support Program: See number 2 below for a detailed description.
- Literacy Streaming Block: Every student in the 3rd, 4th and 5th grade is streamed into groups of 6 to 12 depending on their ELA scores or ESL status. The lessons taught during this period are designed to help build students' understanding of the unit in Reading Streets being taught during regular class time. Beginner and intermediate ELLs are pulled during this period.
- Newcomer After School Program: ELLs who have received less than 2 years of ESL services are invited to this after school program which provides intensive instruction in the foundations of the English language. This includes but is certainly not limited to phonics, decoding, oral expression and sight words.
- Math Club: Since success on the Math State Exam is reliant on students' reading comprehension skills, ELLs may join Mrs. Rose Brocato for her Math Club by teacher recommendation. In this program, she focuses on developing problem-solving skills and understanding of the domain-specific language used in this content area.

6. Continual transitional support is granted to ELLs reaching proficiency on the NYSESLAT through the Double Proficient ELLs Morning Support Program. This program takes place Monday to Thursday from 7:20 to 8:20 AM, and all ELLs who obtain this status within the past two years are provided transitional support in language development areas to help facilitate academic success in the mainstream classroom. Our newly proficient F-ELLs tend to be weak in the reading or writing modalities, and so the program is held to target these language areas; students are divided into a reading or writing group depending their assessments. Authentic text and advanced comprehension skills are emphasized. The Four Squares Writing Method is used to help improve our students' mastery of the writing process.

7. New programs available to students for the 2010-2011 school year are as follows:

- YES (Youth Empowerment Seminar): This seminar presents students with complete array of tools to manage their social-emotional wellbeing.
- The Four Squares Writing Cluster: This year, we have a writing cluster teacher traveling to every classroom for focused writing instruction. With the Four Squares Methods, students learn a systematic method to producing quality pieces of writing through the use of graphic organizers, teacher models and conferencing.
- Third Street School Band Program: PS 101K was lucky enough this year to provide its 4th grade students with a residency program in band. Students are taught to play woodwind, brass and percussion instruments and to perform together in a large assembly.
- 21st Century After School Program: All students in grades 3-5 are encouraged to participate in this program. Students attend this program Monday to Thursday from 3:30 – 5:05 PM. On Mondays and Tuesdays, they receive 90 minutes of targeted instruction in preparation of the state examinations. Teachers review content area material with a focus on language development skills and test-taking strategies. On Wednesdays and Thursdays, students take part in extracurricular activities, such as yoga, martial arts, dancing, etc. These enrichment activities are wonderful for building students' background knowledge and socialization skills. Students are grouped by grade or special needs.
- SKYPE: Students use a webcam to interact with other classrooms from all over the world. Like EPAL, this interaction allows students to learn about others cultures and differences within the school communities. When possible, teachers may also invite professionals from the working world to "skype" with students and act as an additional resource for research and learning.

8. The Pick-n-Click Morning program has been discontinued due to a lack of available staff members to host it. Other programs may have been slightly modified or received a change in name to better represent their goals, but are otherwise still in place.

9. ELLs are afforded equal access to all programs at PS 101K. If there is limited enrollment, names are drawn by lottery with no special privileges granted to any group of students. After school and supplemental services offered to ELLs in our building include:

- Circus Arts: This residency uses the art of clowning and physical comedy as a medium for self-expression and confidence building. It also introduces students to the significance of the circus in many cultures. At the end of the 12-week program, the 3rd grade puts on a circus for the rest of the school.
- Fifth Grade Enrichment: Fifth grade teachers and other support staff offer students a 90-minute enrichment period to test out their interests in 10 different courses ranging from photography and cooking, to magic and starting a business. Students select their top three choices and are placed accordingly. If a particular program is more popular, a lottery system is used.
- Extended Day: This program is written into teacher contracts and provides an extra opportunity for at-risk students to receive AIS instruction. Based on teacher recommendations, students in grades 1 to 5 may be eligible to attend Extended Day on Mondays and Tuesdays. On Wednesdays, teachers meet to analyze student data so that we may make continuous improvements to our instructional practice.
- EPAL: Students from PS 101K are pen pals with students from other states and countries. This helps build cultural and social awareness in our students, and provides an authentic audience for their work.
- Teaching Matters: The mission of this organization is to help transform schools into hubs of innovation and achievement through the use of technology and groundbreaking web applications. A representative works with classrooms in 4-week periods to help produce high quality, unconventional projects that represent what students are learning about in the content area of their choice.
- TASC: The After School Corporation and the Jewish Community Council of the Greater Coney Island have merged to create a performance arts and academic program so that all students have fair and efficient access to quality activities beyond the school day. Councilman Domenic M. Recchia, Jr. has been kind enough to extend a \$100,000 grant so that P.S.101 students have the opportunity to gain a better understanding of the arts and instructional content areas. This program includes a four-day week schedule (Monday to Thursday) from 2:40 to 5:15 P.M. The instructional part of the week involves test sophistication on Monday/ Wednesday cycle while the Tuesday / Thursday program provides enrichment in the performance arts, such as chorus, dance, drama, vocals and use of keyboards.

10. Teachers at PS 101K draw from a multitude of instructional materials to support ELLs. We emphasize the importance of implementing the Workshop Model and utilize data from eCLAS-2, LAB-R and NYSESLAT scores to drive instruction our instruction.

- Orton-Gillingham Approach (for phonics and phonemic awareness)
- Rigby's On Our Way to English Curriculum
- Reading Streets' ELL Teaching Guide
- Macmillan/McGraw-Hill: Math Connects
- Macmillan/McGraw-Hill: Science Series - A Closer Look and FOSS Kits
- Macmillan/McGraw-Hill: Social Studies Series
- Authentic / Juicy Text Initiative: ELL teachers expose ELL students to advanced literature and techniques to help them become language watchers and expand vocabulary. This effort is spearheaded by Maryann Cucchiara of the Child's First Network.
- Core Standards
- Core Curriculum Maps
- Four Squares Writing Method
- Renzulli Learning
- Technology:
 - o SMART Boards: Every classroom is equipped with one.
 - o Senteo/SMART Response
 - o Elmo: This piece of equipment allows teachers to project a book onto the SMART Board.
 - o Software: GarageBand, iMovie, Microsoft Office Suite, iTunes
 - o iPod Touches: ESL teachers assign students with an iPod Touch to record their own voices for fluency assessment and self-reflection.
 - o iPads
 - o Laptops
 - o Internet & Web Apps: Blogs, Wikis, Skype, Moodle, Gaggle, Email
 - o Cameras for taking photos and movies

11. All of our ELLs participate in our Freestanding ESL program in which native language support is provided as mandated by CR Part 154. A student's native language is very useful for developing English language skills. When meeting with parents, we stress that they continue exposing their child to their home language. Classes incorporate the use of bilingual dictionaries and glossaries during instructional periods,

test administration and sometimes in class projects. Students are also encouraged to include the translation on their vocabulary cards if they are able to write in their first language. Students who are English proficient and speak the ELL's first language may be assigned as a buddy to help the ELL learn the rules and routines of a classroom. Technology is another element that helps support ELLs' native languages since there are many bilingual apps to download into an iPod touch or iPad, and translation services are even more substantial online than physical dictionaries.

12. Yes, ELL providers make certain that support and resources correspond to ELLs' ages and grade levels. ELL providers meet weekly with each other and classroom teachers to discuss/exchange teaching techniques, data and student success. The aim of these meetings is to align our goals with the core curriculum and to make sure that we are doing all that we can to maximize our ELLs' success in the classroom.

13. Activities to assist newly enrolled ELL students before the beginning of the school year:

- The parent coordinator may occasionally host welcoming workshops at the school. These workshops provide opportunities for parents to complete their paperwork and to ask questions about the school and its programs.
- All parent letters are distributed in English, Chinese, Spanish, Albanian, Polish, Arabic, Urdu, Russian and any other languages made available by the DOE's Translation Unit. These letters may welcome parents and students to the new school year, inform them of upcoming events, available community resources, etc.
- The P.S.101 Website (www.ps101verrazano.com) is another places where parents and students can access information about the school activities, classroom expectations for the up and coming school year, supply lists, etc. twenty-four hours a day, seven days a week. There is also an option on the webpage to have it be translated into other languages for increased accessibility by the parents.
- Newcomer Packets are printed off for use by classroom teachers to help jump start their efforts to differentiate for any new incoming ELLs. The packet includes worksheets, strategies, games and activities teachers can use with ELLs to help them develop their language skills. Some teachers use it to supplement their lessons while others use the worksheets as a way to differentiate their homework.

14. PS 101K is proud to offer its 5th Grade students Italian and Spanish electives during the Enrichment Periods.

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)?

Our school does host a Dual Language Program.

D. Professional Development and Support for School Staff

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

1. At PS 101K, we strive to maintain high standards for our students and our teachers. Part of this effort includes sending our staff members to a multitude of professional developments (PD) that are designed to help ELLs succeed in the academic setting.
 - o Children's First Network sends its ELL Specialists, Maryanne Cucchiara and Shelia Singer, to help ESL providers develop a keen awareness and acumen of various new strategies to be used with ELLs. The initiative includes an increased focus on the use of authentic, juicy texts and through amplification of the language found in them. Strategies taught include deconstruction, reconstruction, linear arrays, tiered words, etc. Academic vocabulary is explored in degrees of intensity and it uses are implemented in reading, speech and writing to enable students to become aware of the nuances of the English Language.
 - o Data Inquiry Team Meetings are currently focused on improving its ELL academic performance on state exams. Members meet to discuss strategies, groups, share data and build a plan centered on grade 3 to 5 ELLs.
 - o Common Core & Curriculum Mapping PDs ensure that consistency and continuity in instruction exists throughout the school. Changes

to curriculums are addressed at this time and representatives from the curriculum's organization may be brought into these meetings for training.

- o To ensure that the Orton-Gillingham Approach is uniformly applied throughout the grades, Ann Edwards pays the school a visit every other week to work with individual teachers in the classroom. The mentoring sessions helps teachers and ESL provides infuse their lessons and flow of the day with the methods and strategies for phonics and decoding.
- o SMART Board and Senteo Trainings are hosted periodically throughout the year to help teachers build engaging and interactive lessons. The technology helps ELLs learn new and difficult concepts more quickly and effectively.
- o Mentoring and/or Peer Review may be used by educators to help improve on their instruction practices. Teachers meet for a pre-observation to discuss the goals for improvement, observe one another, and then meet again for a post-observation conference that can reveals strengths, weaknesses and next steps.

2. Our staff is provided with on-going PDs to assist ELLs as they transition from elementary to middle school. Through the years, 5th grade teachers have built a hub of resources that focuses on the middle school experience; they include workshops, field visits, pamphlets and websites. These same resources can also be passed onto their students to help them find a suitable school. PDs in Core Curriculum and Content Mapping help maintain continuity and rigor in the both the lessons and expectations of its graduating ELL population, so that they will arrive in 6th grade equipped and well-prepared academically.

3. Non-ESL staff members participate in school-based and Child's First Network PDs. Since our school supports a very prominent ELL and F-ELL population, many of these PDs focus on making academic language more comprehensible and accessible by students. PDs are multi-year and on-going, and so our all of our staff members definitely meet the 7.5 hours of ELL training. Our most recent school-based PDs include guidance on how to infuse ESL teaching strategies into our reading and math curriculums.

E. Parental Involvement

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

1. PS 101K is a Title I school which indicates that many of our parents fall below the federal poverty level. To make ends meet, many parents must take on two or more jobs and such schedules grant limited opportunities for school involvement. Still, our administration, Parent Coordinator and ESL staff makes every effort to offer an array of opportunities for parents to get involved:

- Parent Teacher Association: The PTA helps to raise funds to support academic achievement by enriching the learning environment.
- Parent Teas: Teachers invite parents into the classroom to view the child's learning environment and understand expectations.
- Parent Survey Meetings: ELL teachers organize meetings to explain the ESL program offered at PS 101K. Translators are available and a video is shown in their native language.
- Back-to-School Night: The PTA and the administration organizes a night of events for parents meet their child's teacher, visit the classroom and view the work going on in schools.
- Family Nights: PS 101 loves sponsoring its family night, where students and parents are invited join in various activities designed to encourage parental involvement. Events have included Bingo Night, Movie Night, Meet-and-Greets, etc.
- Field Trips: Anytime there is a field trip, classroom teachers send letters home to all parents to ask for volunteers.
- School Assemblies: A lot happens at PS 101K and so parents are frequently invited to the school watch their child perform or achieve various milestones in their academic career. These assemblies include Principal's Honor Roll, Student of the Month, Holiday Show, Drama Play, Recitals, Circus Arts, Halloween Parade, 25 Book Campaign, Student Government Elections, etc.

In addition to hosting events, our school makes regular contacts with its parents through its website (which is translatable) and through its parent notification system, School Messenger. School Messenger is capable of sending out messages to parents about school closing, events, emergencies, etc. It is also equipped to provide instant translation of these messages in over 30 languages. Of course, this is in addition to individual teacher phone calls.

2. P.S.101 partner with various community based organizations to provide workshops for mainstream and ELL parents. They include:
 - Intro to Pre-K Fingerprinting
 - Fire Safety
 - Learning Leaders: Parents make books and learn reading and writing strategies to use when helping their students at home.
 - Dental Hygiene

- Fair Housing: This organization hosts workshops to explain the rules and regulations NYC building laws and codes.
- English Language Learner Conference: This workshop also teaches parents various techniques and strategies to use at home with their child. They also hand out resources that help parents find help on a variety of life skills include health insurance, translation services, immigration, etc.

3. The needs of parents are evaluated through surveys either sent home to be collect the next day or online on the principal's blog. Additionally, the School Environment Survey is a great resource for determining parental satisfaction or dissatisfaction of our school. Our Parent Coordinator, Margaret Lloyd are PTA are also very vocal advocates of parents' needs. Since they are our most intimate communication line to parents, they often are able to provide the most relevant and honest feedback on our school's efforts and initiatives.

4. Our parental involvement activities are derived as a response to the School Environment Survey, survey and feedback gleaned by our parent coordinator and PTA. Parents are also surveyed again at the conclusion of many of our activities, and the responses have been very positive.

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)	14	8	5	7	3	4	0	0	0	0	0	0	0	41
Intermediate(I)	12	6	9	3	4	6	0	0	0	0	0	0	0	40
Advanced (A)	8	5	14	14	7	11	0	0	0	0	0	0	0	59
Total	34	19	28	24	14	21	0	0	0	0	0	0	0	140

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	4	1	2	0	2	0	0	0	0	0	0	0
	I	6	4	3	2	1	1	0	0	0	0	0	0	0
	A	11	5	9	8	0	7	0	0	0	0	0	0	0
	P	19	33	26	19	14	15	0	0	0	0	0	0	0
READING/ WRITING	B	9	6	4	7	0	4	0	0	0	0	0	0	0
	I	10	7	9	3	3	6	0	0	0	0	0	0	0
	A	7	5	13	12	7	11	0	0	0	0	0	0	0
	P	13	28	13	9	5	4	0	0	0	0	0	0	8

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	14	5	1	28
4	2	6	5	0	13
5	11	5	0	0	16
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	2	2	7	5	8	1	2	32
4	2	1	3	0	1	3	1	2	13
5	2	1	3	7	1	6	0	1	21
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	4	0	2	2	0	1	10
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	5	1	2	1	5	0	0	17
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

is very capable in obtaining the reading levels appropriate for their grade level, but eCLAS-2 shows that they may perform poorly in spelling, vocabulary, reading rate and comprehension skills. The 4th and 5th grade Beginner and Intermediate groups show a weakness in spelling, vocabulary, reading accuracy, reading comprehension, oral expression and reading rate. They do, however, demonstrate mastery in BICS and letter to sound recognition. The advance groups have mastered their phonetic abilities but need more help in vocabulary, reading comprehension and writing. As ELLs move up in grades, it is also clear that they may not achieve 3s on their state exams as easily as in 3rd grade. However, our upper grade ELLs may be seemingly weak in performance, but it is important to remember that many ELLs have tested out through the years. Those who need targeted interventions and our best efforts tend to be long term ELLs who have received 3 or more

Part VI: LAP Assurances

vocabulary instruction helps provide reinforcement for these skills and is a key piece of our instructional plan when data indication shows high numbers reflecting weakness. We also apply vigorous exposure to authentic texts and academic language strategies, while working to

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		