



**P. S. 102  
THE BAY VIEW SCHOOL**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (20K102)  
ADDRESS: 211-72<sup>ND</sup> STREET  
TELEPHONE: 718-748-7404  
FAX: 718-836-9265**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 102 SCHOOL NAME: The Bay View School

SCHOOL ADDRESS: 211-72<sup>nd</sup> Street

SCHOOL TELEPHONE: 718-748-7404 FAX: 718-836-9265

SCHOOL CONTACT PERSON: Michael Silverman EMAIL ADDRESS: MSilverman3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Silverman/Anna Hom

PRINCIPAL: Theresa Dovi

UFT CHAPTER LEADER: Angela Storniauolo

PARENTS' ASSOCIATION PRESIDENT: Maureen Bondi

STUDENT REPRESENTATIVE:  
(Required for high schools) N/A

**DISTRICT AND NETWORK INFORMATION**

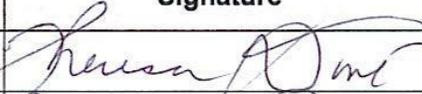
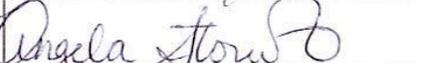
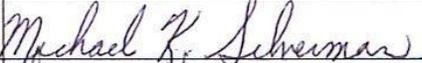
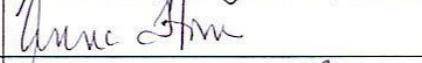
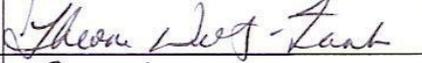
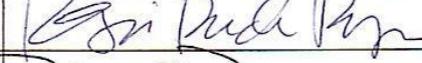
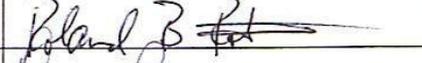
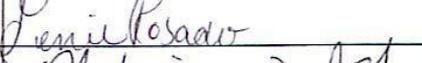
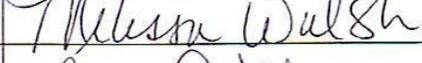
DISTRICT: 20 CHILDREN FIRST NETWORK (CFN): 409

NETWORK LEADER: Neil Opromalla

SUPERINTENDENT: Karina Costentino

**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   |
|--------------------|---|---|
| Theresa Dovi       | *Principal or Designee  |    |
| Angela Stornaiuolo | *UFT Chapter Chairperson or Designee  |    |
| Maureen Bondi      | *PA/PTA President or Designated Co-President  |   |
|                    | Title I Parent Representative (suggested, for Title I schools)  |   |
| N/A                | DC 37 Representative, if applicable   |   |
| N/A                | Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools) |   |
| Michael Silverman  | Teacher   |  |
| Anna Hom           | Teacher   |  |
| Theone Weitz-Frank | Teacher   |  |
| Marianne Fletcher  | Teacher   |  |
| Regina Ryan        | Parent  |  |
| Roland Roberts     | Parent  |  |
| Leslie Rosado      | Parent  |  |
| Melissa Walsh      | Parent  |  |
| Jenny Viksnes      | Parent  |  |

(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.

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### **School Vision and Mission:**

#### **P.S. 102 Mission Statement**

It is our core belief that all children can achieve when provided with an interactive and challenging program focused on the individual needs of our multicultural population. Our mission recognizes the benefits a multicultural society can make when a partnership with parents, teachers, administrators and community exists. This partnership (learning community) is aimed at helping our children become independent thinkers, problem solvers and future leaders.

#### **P.S. 102 Vision Statement**

We envision our school as an active community of learners where all members including students, staff and parents are actively engaged in the education process. Staff and parents are focused on empowering all students with the academic skills and rich civic/social experiences that will enable them to further their educational goals and become active, responsible, contributing members of our society. Students will develop important decision-making, critical analytical thinking, technology skills, and the ability to communicate effectively. All members of our school community will share in the accountability for creating a positive and supportive educational environment. We hope to instill a love of learning, student pride in their accomplishments and respect for their school and community.

P.S. 102 is located in the Bay Ridge section of Brooklyn, Community School District 20. The physical structure of the school is comprised of 2 connected buildings, which are utilized at maximum capacity. It is a, CFN/409 and is part of the ES022 network.

The enrollment of approximately 1153 students (K-5) includes a large population of a diverse community population of Arabic, Chinese and Spanish speaking families, 21% of these students are English Language Learners where English is not the dominant language spoken at home.

P.S. 102 offers Advanced Placement classes on grade levels 1 through 5, which feed into the Superintendents Program on the intermediate school level. A District wide Gifted Delta Program is offered on grades K-5. One intergraded CTT class is also provided on grades K-5 for implementation of the new Special Education Continuum.

Special Education students with special needs are provided nurturing individualized programs through our three 12:1 classes. Additional support services such as IEP teacher, Academic Intervention Services, ELL, Reading Recovery, Speech and Occupational Therapy, Physical Therapy, Orientation and Mobility and Braille instruction are provided to students with such needs. Classroom support is also provided through staff developers, SETTTS services, and "push-in" remedial teachers. A parent

coordinator encourages continued parent involvement and support. These positions will be funded with Tax Levy and Title 1 funds.

P.S. 102 employs 58 classroom and 12 cluster teachers in addition to 3.4 administrators. The school is run on a 40 period week and is programmed in such a way that same grade teachers share a common prep once a week. This scheduling allows for monthly staff conferences, weekly grade staff development meetings, professional development, and subject specific bi-monthly workshops. 87% of teachers are fully licensed and permanently assigned to the school, of which 85% having completed a Masters Degree requirement.

In our continuous effort to provide for the development of literacy skills in both reading and writing, P.S. 102 has implemented a variety of special programs aimed at enhancing the reading/writing process. In conjunction with the New Continuum and professional standards based instruction, we provide our students with a comprehensive instructional program geared to meet individual needs with an emphasis on early intervention strategies for targeted early childhood and at-risk students. Balanced Literacy has been implemented in all grades. The Reading Recovery program and Reading Reform targets early childhood students in grade 1 and provides basic fundamental skills on which to further build. ARTS Counts, ELL Literacy Intervention, and “push-in” co-teachers in reading and math provide students in Foundations with comprehensive and supportive literacy programs which are geared to meet their individual needs following NCEE Standards. A 90 minute literacy and math “block” are programmed throughout the school in an effort to emphasize reading, writing, and word study skills utilizing the workshop model. In addition, teaching testing as a genre prepares students for ELA, Math, State Social Studies, and Science examinations. The ELL students are serviced by 4 ELL teachers.

Core subjects such as Music, Social Studies, Science, Physical Education and Arts are taught following specific state mandated, following grade appropriate curriculum guidelines, and are in all conjunction with State Standards criteria. Cluster teachers of Science, Mathematics, Physical Education, Social Studies and Art and Music reinforce and enhance classroom instruction in those subject areas through ongoing collaboration with classroom teachers and goal specific instruction.

Arts Counts (Project Arts) will enter its 13<sup>th</sup> year in the fall of 2009. Its highly motivating and interdisciplinary approach has provided an enriching program, which incorporates art, music and technology into a number of curriculum areas, focusing on variety of hands-on student generated activities. Such activities have allowed students, on all grade levels, an opportunity to appreciate a vast array of multicultural arts. The study of art mediums, historical influences, use of technology in visual arts and exposure to culturally diverse forms of music, are a few examples, which represent this unique program. Media, Music and Art cluster teachers work in close collaboration with classroom teachers in this very successful partnership. Computers are available in all classrooms and Lap Top computers are used in grades 3, 4, and 5, including Internet access and the use of the Smartboards on every floor. In addition, P.S. 102 offers after-school based enrichment clubs in dance, chess, French, astronomy, and arts & crafts.

P.S. 102 is proud of other special programs with which we are involved. Our Heart Share and after-school programs provide students with supervised learning opportunities on a daily basis. P.S. 102 continues its outside collaborations with Wagner College, and St. Joseph’s, in welcoming student teachers into our classrooms to provide for teaching/learning experiences for the teachers of the future. Our collaborative efforts continue with Midori, Xavarian/Fontbonne High School, Learning Leaders, and the Brooklyn District Attorney.

P.S. 102 has maintained a School Leadership Team for the past 20 years, in accordance with a New York City mandated requirement for all public schools. The goal of the team is to actively participate in the yearly renewal of the Comprehensive Educational Plan as it relates to the provision of an innovative, creative, and safe instructional learning environment for all our students. The team is

comprised of an equal number of parents and teachers including administrative representation. Meetings are held on a monthly basis.

The scores in the area of Special Education, ELL, and Gifted Classes continue to show a need for continued differentiation of instruction and goal setting. Our bottom line goals for this year are the improvement of Reading Comprehension Skills and Writing Skills for all student subgroups with an emphasis on writing to a prompt/vocabulary development.

Our school's greatest accomplishment this year was the implementation of a state of the art school website which has helped us develop ongoing communication with parents. The barriers of our ongoing development are cuts in our budget which forced us to eliminate some Art Residencies for our students. We have been able to counter these budget cuts with support and aid from outside businesses like Flushing Bank.

CEP Section III: School Profile

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT                         |         |                      |             |  |   |         |              |         |  |
|---|---------|----------------------|-------------|--|---|---------|--------------|---------|--|
| <b>School Name:</b>   |         | P.S. 102 The Bayview |             |  |   |         |              |         |  |
| <b>District:</b>  |         | 20                   | <b>DBN:</b> | 20K102   | <b>School BEDS Code:</b>                            |         | 332000010102 |         |  |
| DEMOGRAPHICS  |         |                      |             |  |   |         |              |         |  |
| Grades Served:  | Pre-K   |                      | 3           | √  | 7   |         | 11           |         |  |
|   | K       | √                    | 4           | √  | 8   |         | 12           |         |  |
|   | 1       | √                    | 5           | √  | 9   |         | Ungraded     | √       |  |
|   | 2       | √                    | 6           |  | 10  |         |              |         |  |
| <b>Enrollment</b>   |         |                      |             |  | <b>Attendance - % of days students attended :</b>   |         |              |         |  |
| (As of October 31)  | 2007-08 | 2008-09              | 2009-10     | (As of June 30)  | 2007-08   | 2008-09 | 2009-10      |         |  |
| Pre-K   | 0       | 0                    | 0           |  | 94.3  | 94.7    | TBD          |         |  |
| Kindergarten  | 186     | 183                  | 203         | <b>Student Stability - % of Enrollment :</b>           |   |         |              |         |  |
| Grade 1   | 195     | 200                  | 194         | (As of June 30)  | 2007-08   | 2008-09 | 2009-10      |         |  |
| Grade 2   | 193     | 196                  | 209         |  | 95.4  | 95.9    | TBD          |         |  |
| Grade 3   | 199     | 191                  | 194         | <b>Poverty Rate - % of Enrollment :</b>                |   |         |              |         |  |
| Grade 4   | 178     | 194                  | 186         | (As of October 31)                                     | 2007-08   | 2008-09 | 2009-10      |         |  |
| Grade 5   | 188     | 187                  | 195         |  | 64.4  | 60.4    | 70.8         |         |  |
| Grade 6   | 0       | 0                    | 0           | <b>Students in Temporary Housing - Total Number :</b>  |   |         |              |         |  |
| Grade 7   | 0       | 0                    | 0           | (As of June 30)  | 2007-08   | 2008-09 | 2009-10      |         |  |
| Grade 8   | 0       | 0                    | 0           |  | 3   | 3       | TBD          |         |  |
| Grade 9   | 0       | 0                    | 0           | <b>Recent Immigrants - Total Number :</b>              |   |         |              |         |  |
| Grade 10  | 0       | 0                    | 0           | (As of October 31)                                     | 2007-08   | 2008-09 | 2009-10      |         |  |
| Grade 11  | 0       | 0                    | 0           |  | 17  | 13      | 25           |         |  |
| Grade 12  | 0       | 0                    | 0           | <b>Special Education Enrollment:</b>                   |   |         |              |         |  |
| Ungraded  | 9       | 3                    | 6           | (As of October 31)                                     | 2007-08   | 2008-09 | 2009-10      |         |  |
| Total   | 1148    | 1154                 | 1187        |  |   |         |              |         |  |
| <b>Special Education Enrollment:</b>                                    |         |                      |             |  | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |              |         |  |
| (As of October 31)  | 2007-08 | 2008-09              | 2009-10     | (As of June 30)  | 2007-08   | 2008-09 | 2009-10      |         |  |
| # in Self-Contained Classes   | 59      | 55                   | 45          | Principal Suspensions                                  | 0   | 5       | TBD          |         |  |
| # in Collaborative Team Teaching (CTT) Classes                          | 56      | 57                   | 62          | Superintendent Suspensions                             | 0   | 1       | TBD          |         |  |
| Number all others   | 34      | 45                   | 50          | <b>Special High School Programs - Total Number:</b>    |   |         |              |         |  |
| <i>These students are included in the enrollment information above.</i> |         |                      |             |  | (As of October 31)                                  | 2007-08 | 2008-09      | 2009-10 |  |
|   |         |                      |             |  | CTE Program Participants                            | 0       | 0            | 0       |  |
| <b>English Language Learners (ELL) Enrollment:</b>                      |         |                      |             |  | Early College HS Program Participants               | 0       | 0            | 0       |  |
| (BESIS Survey)  |         |                      |             |  |   |         |              |         |  |
| (As of October 31)  | 2007-08 | 2008-09              | 2009-10     | <b>Number of Staff - Includes all full-time staff:</b> |   |         |              |         |  |
| # in Transitional Bilingual Classes                                     | 0       | 0                    | 0           | (As of October 31)                                     | 2007-08   | 2008-09 | 2009-10      |         |  |
| # in Dual Lang. Programs  | 0       | 0                    | 0           | Number of Teachers                                     | 84  | 86      | TBD          |         |  |
| # receiving ESL services only   | 206     | 171                  | 187         |  |   |         |              |         |  |

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  | 16                                      | 14      | 40      | Number of Administrators and Other Professionals               | 16            | 16      | TBD     |
| These students are included in the General and Special Education enrollment information above.  |   |         |         | Number of Educational Paraprofessionals                        | 11            | 11      | TBD     |
| <b>Overage Students (# entering students overage for grade)</b>                                 |   |         |         | <b>Teacher Qualifications:</b>                                 |               |         |         |
|   | 2007-08                                 | 2008-09 | 2009-10 | (As of October 31)   | 2007-08       | 2008-09 | 2009-10 |
| (As of October 31)  | 0                                       | 0       | TBD     | % fully licensed & permanently assigned to this school         | 100.0         | 98.8    | TBD     |
|   |   |         |         | % more than 2 years teaching in this school                    | 66.7          | 77.9    | TBD     |
| <b>Ethnicity and Gender - % of Enrollment:</b>  |   |         |         | % more than 5 years teaching anywhere                          | 50.0          | 51.2    | TBD     |
| (As of October 31)  | 2007-08                                 | 2008-09 | 2009-10 | % Masters Degree or higher                                     | 86.0          | 86.0    | TBD     |
| American Indian or Alaska Native  | 0.5                                     | 0.6     | 0.4     | % core classes taught by "highly qualified" teachers (NCLB/SED | 93.2          | 100.0   | TBD     |
| Black or African American   | 2.8                                     | 2.3     | 1.6     |  |               |         |         |
| Hispanic or Latino  | 26.7                                    | 27.8    | 27.6    |  |               |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.   | 18.0                                    | 16.8    | 16.0    |  |               |         |         |
| White   | 52.0                                    | 52.4    | 54.2    |  |               |         |         |
| <b>Male</b>   | 52.7                                    | 51.5    | 51.2    |  |               |         |         |
| <b>Female</b>   | 47.3                                    | 48.5    | 48.8    |  |               |         |         |
| 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  |   |         |         |  |               |         |         |
| <b>SURR School (Yes/No)</b>   | If yes, area(s) of SURR identification: |         |         |  |               |         |         |
| <b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b> |   |         |         |  |               |         |         |
|   | <b>Phase</b>                            |         |         | <b>Category</b>  |               |         |         |
|   | 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                  |         |         |  |               |         |         |

CEP Section III: School Profile

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |                                |      |         |  |      |             |                 |
|--|--------------------------------|------|---------|--|------|-------------|-----------------|
| <b>Individual Subject/Area AYP Outcomes:</b>   |                                |      |         |  |      |             |                 |
| <u>Elementary/Middle Level</u>   |                                |      |         | <u>Secondary Level</u>                                     |      |             |                 |
| ELA:   | √                              |      |         | ELA:   |      |             |                 |
| Math:  | √                              |      |         | Math:  |      |             |                 |
| Science:   | √                              |      |         | Graduation Rate:   |      |             |                 |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>  |                                |      |         |  |      |             |                 |
|  | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u>                                     |      |             |                 |
| <b>Student Groups</b>  | ELA                            | Math | Science | ELA  | Math | Grad Rate** | Progress Target |
| <b>All Students</b>  | √                              | √    | √       |  |      |             |                 |
| <b>Ethnicity</b>   |                                |      |         |  |      |             |                 |
| American Indian or Alaska Native   | -                              | -    |         |  |      |             |                 |
| Black or African American  | -                              | -    | -       |  |      |             |                 |
| Hispanic or Latino   | √                              | √    |         |  |      |             |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | √                              | √    |         |  |      |             |                 |
| White  | √                              | √    |         |  |      |             |                 |
| Multiracial  | -                              | -    |         |  |      |             |                 |
| Students with Disabilities   | √sh                            | √    | -       |  |      |             |                 |
| Limited English Proficient   | √                              | √    |         |  |      |             |                 |
| Economically Disadvantaged   | √                              | √    |         |  |      |             |                 |
| <b>Student groups making AYP in each subject</b>   | 7                              | 7    | 1       |  |      |             |                 |
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>   |                                |      |         |  |      |             |                 |
| <b>Progress Report Results – 2008-09</b>   |                                |      |         | <b>Quality Review Results – 2008-09</b>                    |      |             |                 |
| <b>Overall Letter Grade:</b>   | A                              |      |         | <b>Overall Evaluation:</b>                                 | NR   |             |                 |
| <b>Overall Score:</b>  | 82.8                           |      |         | <b>Quality Statement Scores:</b>                           |      |             |                 |
| <b>Category Scores:</b>  |                                |      |         | Quality Statement 1: Gather Data                           |      |             |                 |
| School Environment:  | 10.5                           |      |         | Quality Statement 2: Plan and Set Goals                    |      |             |                 |
| <i>(Comprises 15% of the Overall Score)</i>  |                                |      |         | Quality Statement 3: Align Instructional Strategy to Goals |      |             |                 |
| School Performance:  | 18.5                           |      |         | Quality Statement 4: Align Capacity Building to Goals      |      |             |                 |
| <i>(Comprises 25% of the Overall Score)</i>  |                                |      |         | Quality Statement 5: Monitor and Revise                    |      |             |                 |
| Student Progress:  | 45.5                           |      |         |  |      |             |                 |
| <i>(Comprises 60% of the Overall Score)</i>  |                                |      |         |  |      |             |                 |
| Additional Credit:   | 8.3                            |      |         |  |      |             |                 |
| <b>KEY: AYP STATUS</b>   |                                |      |         | <b>KEY: QUALITY REVIEW SCORE</b>                           |      |             |                 |
| √ = Made AYP   |                                |      |         | Δ = Underdeveloped   |      |             |                 |
| √ <sup>SH</sup> = 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   |      |             |                 |
| <b>KEY: PROGRESS REPORT DATA</b>   |                                |      |         | ◊ = 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. |                                |      |         |  |      |             |                 |
| ** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>     |                                |      |         |  |      |             |                 |

## 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?
- 

### ELA

| Elementary Schools | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Levels 3+4 | % L3 + 4 Change |
|--------------------|-----------|-----------|-----------|-----------|--------------|-----------------|
| <b>PS 102</b>      |           |           |           |           |              |                 |
| All Tested '09     | 3         | 17        | 64        | 15        | 79           |                 |
| All Tested '10     | 7         | 30        | 45        | 18        | 63           | -16             |
| Grade 3 '09        | 3         | 12        | 67        | 19        | 86           |                 |
| Grade 3 '10        | 8         | 30        | 43        | 19        | 62           | -24             |
| Grade 4 '09        | 4         | 19        | 65        | 12        | 77           |                 |
| Grade 4 '10        | 6         | 33        | 51        | 11        | 62           | -15             |
| Grade 5 '09        | 2         | 22        | 61        | 16        | 77           |                 |
| Grade 5 '10        | 9         | 28        | 41        | 22        | 63           | -14             |

#### Performance Trends:

Combined Performance Levels 3 & 4 showed decrease of 16%. The greatest loss was on grade 3.

## MATHEMATICS

| Elementary Schools | % Level 1 | % Level 2 | % Level 3 | % Level 4 | % Levels 3+4 | % L3 + 4 Change |
|--------------------|-----------|-----------|-----------|-----------|--------------|-----------------|
| <b>PS 102</b>      |           |           |           |           |              |                 |
| All Tested '09     | 2         | 6         | 43        | 49        | 92           |                 |
| All Tested '10     | 3         | 21        | 38        | 38        | 76           | -16             |
| Grade 3 '09        | 1         | 3         | 52        | 45        | 97           |                 |
| Grade 3 '10        | 2         | 22        | 33        | 43        | 76           | -21             |
| Grade 4 '09        | 2         | 7         | 39        | 52        | 91           |                 |
| Grade 4 '10        | 2         | 20        | 38        | 39        | 77           | -14             |
| Grade 5 '09        | 3         | 9         | 39        | 49        | 88           |                 |
| Grade 5 '10        | 4         | 21        | 42        | 33        | 75           | -13             |

### Performance Trends:

Combined Performance Levels 3 & 4 showed a decrease of 16%. The greatest loss was on grade 3. Our schools greatest accomplishment has been our ability to sustain our progress as compared to the city average.

The most significant barrier to the school's continuous improvement is the cut in our budget which causes us to eliminate intervention services for our school at risk students.

## 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.

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### **Instructional Goals for 2010-2011**

#### **Goal Number 1**

**Goal:** By June 2011, there will be a 20% increase in Special Education Students scoring at or above level 2 on the ELA Grades 4 & 5 test. (3 of the 12 level 1 students will improve to Level 2).

**Explanation:** After reviewing our data, we found that we needed to improve Comprehension Skill Development for level 1 and 2 Special Education students in grades 4 & 5.

#### **Goal Number 2**

**Goal:** By June 2011, there will be a 20% increase in ELL students scoring at or above level 2 on the ELA Grade 5 test. (3 of the 18 level 1 and 2 ELL students will improve to level 2 and 3).

**Explanation:** After reviewing our data we found that we need to improve, Writing/Math Development for level 1 ELL students in grade 3, 4 & 5. To achieve this goal, teachers will focus on writing to a prompt and vocabulary development and open ended response strategies.

#### **Goal Number 3**

**Goal:** By June 2011, the teachers will respond and feel they play an increase in favorable responses on meaningful roles in making decisions for the school as measured by the LES.

**Explanation:** After reviewing the LES, we found we need to improve teacher engagement. To achieve these goals teachers will be encouraged to share their views at weekly grade conferences.

**Goal Number 4**

**Goal:** By June 2011, The National Core Standards will be integrated into our Curriculum as evidenced by our revised curriculum maps and monthly professional development agendas.

**Explanation:** The PS 102 National Core Standards Team will conduct monthly professional development sessions and revise the curriculum maps to achieve this goal.

**Goal Number 5**

**Goal:** By June 2011, teachers in grades K-5 will increase academic rigor in their classroom instruction as evidenced by class based learning projects with a focus on Science and/or Social Studies.

**Explanation:** Each grade and class will produce a year long, hands on thematic unit project, in an effort to increase academic rigor.

**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):** Teacher Input

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>To have the teachers feel that they play a meaningful role in making decisions at our school</b></p>  |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <p><b>At weekly professional development sessions led by our coaches, teachers will engage in meaningful conversations which focus curriculum and improved student performance.</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><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> | <p><b>2 Coaches: \$193,844.00</b></p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>There will be a 10% increase in the LES in the area of teacher engagement.</b></p>  |

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** National Core Standards

|  |  |
|--|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>To integrate the National Core Standards into the curriculum.</b></p>  |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <p><b>At weekly professional development sessions teachers work with the Aussie and NCS Core Team to revise curriculum maps.</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><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> | <p><b>Aussie Staff Developer: \$38,894.00</b><br/><b>NCS Core Team Members</b><br/><b>Per Session meetings: \$8,300.00</b></p>       |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>The new revised map will be available for teacher use by September 2012.</b></p>   |

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** Project Based Learning

|  |   |
|--|---|
| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | <b>To encourage greater academic rigor in all grades and subject areas.</b>   |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>   | <b>Teachers will work with their classes as a grade on an enrichment project in the area of Social Studies/Science.</b> |
| <b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br><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> | <b>OTPS Art Supplies: \$5,000.00</b><br><b>Art Residencies: \$14,000.00</b>   |
| <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>  | <b>There will be a culminating project in June to showcase these thematic projects.</b>                                 |

**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):** ELA- ELL

|  |  |
|--|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>To Accelerate Writing /Skill Development in the area of ELA for Level 1, ELL students in Grades 3 – 5.</b></p> <p><b>See page 13</b></p>   |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <p><b>ELL students in Grades 3 - 5 will be assessed weekly to measure growth and progress. Weekly PD will be provided in the area of writing to a prompt and vocabulary development strategies for classroom teachers. Teachers will continue to use Awards, On Our Way to English, Foundations, and, Cams, Everyday Math, ITA's and Predictive Assessments to accelerate ELL student achievement.</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><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> | <p><b>4 ELL Teachers will promote PD at weekly grade conference.</b><br/><b>\$288, 652</b><br/><b>Anticipates Title III funds for</b><br/><b>4 Per Session Teachers \$12,000.000</b></p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>There will be a 20% increase in ELL students scoring above level 1 on the Math test. (3 of the 12 level 1 students in grades 3, 4, and 5 will improve to level 2) by June 2011.</b></p>  |

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** ELA- Special Education

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>To Accelerate Reading Comprehension/Skill Development for Level 1 and Level 2, Special Education students in grades 4 &amp; 5.</b></p> <p>See page 13</p>   |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <p><b>Weekly Professional Development will train teachers to analyze student work and data to set smart goals. Goal setting sheets will be utilized and benchmarked in October, February, and June. Coaches and AIS teachers will conduct PD sessions on the use of Wilson, Reading Reform, and Reading Recovery Methodologies. Students will be offered remediation in the Saturday Academy Program.</b></p> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><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> | <p><b>2 Coaches: \$83,037.00</b><br/><b>5 AIS Teachers: \$279,369.00</b><br/><b>2 Reading Recovery Teachers: \$152,593.00</b><br/><b>Saturday/Extended Day Salary approximately \$10,000.00</b></p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>There will be a 20% increase in Special Education students scoring above level 2 on the ELA grade 4 &amp; 5 test. (3 of the 12 students will improve to level 2 at or), by June 2011.</b></p>   |

## **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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 59                             | 59                             | N/A                            | N/A                            | 7  | 6   | 6                                  | 22                                    |
| 1     | 21                             | 21                             | N/A                            | N/A                            | 9  | 9   | 9                                  | 18                                    |
| 2     | 77                             | 77                             | N/A                            | N/A                            | 13   | 6   | 7                                  | 26                                    |
| 3     | 123                            | 123                            | N/A                            | N/A                            | 16   | 19  | 14                                 | 49                                    |
| 4     | 115                            | 115                            | 116                            | 116                            | 16   | 23  | 21                                 | 39                                    |
| 5     | 97                             | 97                             | 95                             | 95                             | 29   | 21  | 16                                 | 49                                    |
| 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)                 | <b>Description:</b> Provide a brief description of <b>each</b> 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.). |
| <b>ELA:</b>  | All programs are provided during and after school small group (pull-out), CARS, Soar to Success, Voyager LLR, Wilson, Reading Recovery (one-to-one), Foundations, Words Their Way, Reading Reform, Pacific Learning, Extended Day, Afterschool Saturday Program, Inquiry Team, Club Program.   |
| <b>Mathematics:</b>  | Small group (pull-out), Moving with Math, CAMS. One to One Learning.   |
| <b>Science:</b>  | Lesson provide hands on activities in small groups for all students using the Scientific Methods.  |
| <b>Social Studies:</b>                                       | DBQ strategies are taught once a week to students in grades 4 & 5.   |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | One-to-one/group counseling sessions, peer mediation, conflict resolution, fostering social emotional awareness, self esteem, respect, caring classroom, improving attention, focus and target behavior, career development, crisis intervention & assistance/parental contact & counseling/ACS referral & outreach. Introduction of the Unique Minds Program.   |
| <b>At-risk Services Provided by the School Psychologist:</b> | At-risk counseling, crisis intervention. Behavioral/teacher consultation, violence prevention.   |
| <b>At-risk Services Provided by the Social Worker:</b>       | Meets with students with issues such as: lack of focus, depression, screens for physical emergencies, when needed. Gives neutral health referrals. Meets with parents with regards to children S issues which are impacting their academics. Sessions are usually one-to-one. Asthma treatments, daily diabetic testing/insulin coverage, daily P.O. meds, first aid, asthma classes.                    |
| <b>At-risk Health-related Services:</b>                      | Record keeping and follow-up management by school nurses and physical education teachers.  |

## 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.

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### **LAP Worksheet Submitted through I-PORTAL**

**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.

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

#### **Form TIII – A (1)(a)**

**Grade Level(s)** K-5    **Number of Students to be Served: LEP** 161    **Non-LEP** Former ELLs

**Number of Teachers** 4 ESL Teachers    **Other Staff (Specify)** Supervisor, Classroom teachers attending PD

#### **School Building Instructional Program/Professional Development Overview**

##### **Title III, Part A LEP Program**

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

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P.S. 102 believes that all children can achieve academically and socially when provided with an interactive and challenging instructional program focused on the individual needs of our multicultural students. The current enrollment of 1,184 students (K-5) represents a diverse community population. Approximately 13% of our population, 157 students, are currently identified as English Language Learners and receive ESL services. P.S. 102 has four certified ESL teachers on staff who service ELLs in a free-standing ESL program.

Our Free-Standing ESL program provides instruction for our eligible ELLs. Each of our four certified ESL teachers work with three to five ELL groups per day based on CR-Part 154 regulations that require 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes for advanced ELLs per week. In the 2010- 2011 year, each ESL teacher is working with ELLs from one or two contiguous grades in order to specialize in the curriculum of a specific grade. ESL teachers are following the pull-out model when providing instruction to our beginner, intermediate, and advanced ELLs. Where there are clusters of ELLs in a single class, ESL teachers provide push-in services or a combination of push-in and pull-out services..

Our instructional approaches are aligned with NYS ESL and ELA learning standards. Our goal is to provide a rich and differentiated language learning environment that incorporates the four language modalities (listening, speaking, reading, and writing) as well as develops language and academic skills in literacy and the content areas so that our ELLs will demonstrate growth in English language proficiency as measured by the NYSESLAT. Additionally, we provide support for our ELLs in grade 3-5 so that they can perform on grade-level on literacy, math, and content area state tests. Our school utilizes the Balanced Literacy model in conjunction with language arts/reading programs such as Macmillan-McGraw Hill *Treasures* reading/language arts program, Wilson's *Foundations*, and *Spotlight on Literacy*. The ESL teachers who service the upper grades use the ELL component of the *Treasures* program, *Treasure Chest*, to provide additional language and literacy support and scaffolding to our ELLs. Our ESL teachers working with ELLs in early childhood use the Rigby *On Our Way to English* series which provides grade-level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels.

### **Title III Instructional Programs**

Our **Title III ELL After-school Enrichment program** will consist of approximately twenty to thirty English Language Learners (ELLs) who will be taking the NYS ELA exam in addition to the NYSESLAT and math state exams. The after-school program will run from January through April. Two certified ESL teachers will work with ELLs from grades 3 through 5 in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. We are tentatively planning for a third grade ELL group that will be in session 3 days a week (days to be determined) , 60 minutes per day for 41 sessions; two groups of fourth and fifth grade ELL students will meet 1 day a week (day to be determined) for 60 minutes for 15 sessions. Our student data reflects the need to provide additional language and literacy support to our ELL population in order to prepare them for the upcoming state exams as well as ensure their progress on the state exams. Allocated funding will be used to purchase grade level instructional materials, NYSESLAT test practice materials, math and ELA test practice materials, and listening centers. We will also provide professional development for the teaching staff focused on differentiation of instruction for ELLs as well as using effective ESL strategies with ELLs throughout the school year.

The **Saturday ELL Academy** will run for 3 Saturday sessions in April/ May 2011 (to be determined – Saturdays prior to the NYSESLAT test administration) to provide students with instruction geared toward the upcoming NYSESLAT. Four certified ESL teachers will provide small-group instruction to approximately 40 ELLs in grades 1-5 during the Saturday ELL Academy for 3 hours per week for three weeks. The ESL teachers will familiarize the students with the NYSESLAT test format and provide instruction in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities prior to the administration of the NYSESLAT. The goal of the program is to provide extra support in an optimal environment so that our ELLs will be able to demonstrate growth in their English language proficiency. Allocated funding will be used to purchase grade level instructional materials, NYSESLAT test practice materials, literacy learning materials, and listening center materials as well as provide professional development for the teaching staff that focuses on differentiation of instruction for ELLs and using effective ESL strategies with ELLs in all school settings.. Two hours per-session will be allocated as **ESL curriculum development** planning sessions for the certified ESL teachers to set up the program rosters, notify parents, brainstorm ideas, develop appropriate materials, and procure NYSESLAT samplers.

We will also conduct an **ELL Academy for ELA/Math** for our English Language Learners in grades 3, 4 and 5 on five Saturday sessions in March and April 2011 (dates to be determined) for 3 hours. Three certified ESL teachers will be teamed up with 9 classroom teachers during small group instruction for ELLs and Former ELLs who will be taking the NYS ELA and Math tests in April 2011. The ESL teachers will provide push-in support and ESL expertise for one hour to each of the three classroom teachers assigned to specific grade level. Our goal is to provide the students with language, literacy, and academic support as well as optimal learning opportunities to prepare the students for the upcoming tests. Allocated funding will be used to purchase grade level instructional materials such as ELA and Math test practice materials, literacy center materials, and listening center materials as well as provide professional development for the teaching staff in the effective use of ESL strategies with ELLs.

These programs will have a supervisor to ensure a safe and rigorous academic environment. Title III funds will be used to pay for the supervisor's salary during the **ELL Academy for ELA/Math** and the **Saturday ELL Academy** because other programs are not in session. A supervisor will be on site for the 8 Saturday sessions in March, April and May 2011 for 4 hours.

**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.

Within the classroom, a balanced literacy staff developer and our literacy coaches provide support to classroom teachers to develop strategies and techniques to differentiate instruction to meet the needs of all our diverse learners. We are currently researching professional development options that best fit our school's needs. The DOE-contracted consultants will provide professional development for classroom teachers, ESL teachers, AIS and related service providers on strategies they can use to enhance learning opportunities for their English Language Learners. Our goal is to provide the optimal learning environment for all of our diverse students with a focus on our English Language Learners in the regular, mandated and supplementary programs.

**Description of Parent and Community Participation–**

Our parent coordinator is a wonderful resource for all of our parents and caregivers; in particular, she researches and distributes information about adult ESL classes and other parent resources in the community. In collaboration with the parent coordinator, the ESL department also provides ESL materials appropriate for adults to inquiring parents. She provides interpreters and translators when needed for parent teacher conferences, PTA meetings, and other events. She also organizes the Learning Leaders program which provides tutoring for our struggling students including our ELLs. The Learning Leaders program also has several bilingual parents/community members in the program who are teamed up with ELLs who share a common native language. The Learning Leaders program continues to be an effective way to involve parents in our school. Our parent coordinator also organizes a variety of family activities such as movie nights and sports nights to encourage parents to participate in school-wide events. These activities will take place at no cost to the Title III budget.

**Form TIII – A (1)(b)**

School: 20K102 BEDS Code: 332000010102

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

| <b>Allocation Amount:</b>  |                        |   |
|--|------------------------|---|
| <b>Budget Category</b>   | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>  |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>Saturday ELL Academy ESL Teaching Staff | <b>\$1,795.00</b>      | 4 ESL Teachers x 3 days x 3 hours @ \$49.89 (current teacher per session rate with fringe) to provide instruction and NYSESLAT test preparation for ELLs .  |
| ESL curriculum development   | <b>\$ 398.00</b>       | 4 ESL Teachers x 2 hours @\$49.89 (per session with fringe)<br>Two hours per-session for ESL curriculum development for the 2 certified ESL teachers to set up the Saturday ELL Academy program rosters and parent notification, develop and distribute appropriate materials, etc. |
| Supervisor for Saturday ELL Academy  | <b>\$ 626.00</b>       | 1 Supervisor x 3 days x 4 hours @ \$52.16 (current supervisor per session rate with fringe) – 1 supervisor will be in the building to ensure a safe and rigorous learning environment- no other programs are in session   |
| Supervisor for the ELL Academy for ELA/Math  | <b>\$1,045.00</b>      | 1 Supervisor x 5days x 4 hours @ \$52.16 (current supervisor per session rate with fringe) – 1 supervisor will be in the building to ensure a safe and rigorous learning environment- no other programs are in session  |
| ELL Academy for ELA/Math Teaching staff  | <b>\$8,978.00</b>      | 12 Teachers x 4 days x 3 hours @ \$49.89(current teacher per session rate with fringe) to provide instruction and ELA/Math test preparation for ELLs/Former ELLs .  |
| Title III ELL After-school Enrichment Program  | <b>\$3,541.00</b>      | 2 ESL Teachers providing 71 hours of after-school instruction to ELLs @ per session rate with fringe  |

|   |  |   |
|---|--|---|
| <b>Purchased services</b><br>Professional Development on effective instruction for ELLs   | <b>\$5,500.00</b>  | DOE-contracted Consultants will work with ESL/classroom teachers/ other service providers to provide professional development in delivering effective instruction for ELLs (currently researching best options suited for our school's needs)   |
| <b>Supplies and materials</b><br>NYSESLAT Test Preparation Materials from various vendors<br><br>ELA/Math Test Prep Materials<br><br>Literacy learning center materials | <b>\$ 5,000.00</b><br><br><b>\$ 3,000.00</b><br><br><b>\$ 877.00</b> | NYSESLAT preparation materials for various grade levels published by contracted vendors will be used during the Saturday Academy and the Title III ELL After-school Enrichment Program<br><br>Student workbooks and materials will be used during the ELL Academy for ELA/Math and the Saturday Academy<br><br>Literacy learning center materials to be used during the after- school and Saturday programs |
| <b>Educational Software (Object Code 199)</b><br><br>Listening center materials   | <b>\$200.00</b>  | Listening center materials to be used during the after-school and Saturday programs   |
| <b>Travel</b>   |  |   |
| <b>Other</b>  |  |   |
| <b>TOTAL</b>  | <b>\$30,960.00</b>   |   |

### **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**

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**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.**

Upon registration, all parents must complete a Home Language Identification Survey to determine the child's home language. The revised survey now includes a supplementary section that asks parents to indicate their language preferences when receiving important information from the school in writing or orally. After reviewing this information, written translation and oral interpretation needs can now be assessed at registration for newly admitted students. The Parent Coordinator annually updates the parent language survey where parents are able to specify the desire to receive documents in translation.

We also review various ATS reports such as the Home Language Aggregation Report and the Place of Birth Report to monitor shifts in our demographics. In addition, we conduct informal interviews among the school staff and parents of our ELLs to assess the need for translation or interpretation services. We review records of the number of requests for interpretation and past participation of non-English speaking parents at school events, parent workshops, and conferences.

In addition, we recently purchased headsets with transmitters and receivers that can be used to provide simultaneous interpretation at school events and are in the early stages of implementing their use. We also have a school website that provides important information about school events, test dates, opportunities for students, etc.; our website is updated on a daily basis by the parent coordinator and is instantly translatable in all of our major language groups. We have also added Spanish as an option in our telephone messaging system.

**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.**

After reviewing the responses to the language survey, our findings reveal that the majority of parents who responded to the survey requested translation in Spanish and Arabic (approximately 100 each). Approximately 50 families requested Chinese translation. A smaller number of parents requested Polish, Russian, or Urdu translation (approximately 10). These numbers will be updated annually to reflect the needs of our incoming kindergarten class and new admits to grades 1-5.

The findings of the school's written translation and oral interpretation needs were reported at open PTA General and Executive Board meetings, School Leadership Team meetings and Faculty Conferences.

## **Part B: Strategies and Activities**

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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.

Teachers, administrators, and the PTA will provide the Parent Coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by paraprofessionals and parent volunteers. We will also collect commonly used forms (such as trip permission slips) and ask our translators to make templates and a key for filling in dates, etc. that can be used by all staff members. We also use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them.

We also have a school website that posts useful information for parents, staff and students about school events, state tests, and other important issues. The website is updated on a daily basis and is instantly translatable in all of our major language groups.

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 plan to provide oral interpretation services for our annual ELL orientation as well as our monthly PTA general meetings and parent workshops which occur 1-2 times a month in our four major language groups, using paraprofessionals and parent volunteers. If needed, we will use DOE interpretation services. We recently purchased headsets with transmitters and receivers that can be used to provide simultaneous interpretation at events and are in the early stages of implementing their use.

We are also updating our school phone messaging system and have added Spanish as an option to help parents navigate the system.

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. 102 posts notices regarding the availability of translation and interpretation services in the lobby as well as the main office. School personnel are also aware of the translation and interpretation resources available in the school building as well as the DOE. The Parent Coordinator annually updates the parent language survey where parents are able to specify the desire to receive documents in translation or have an interpreter available at important meetings and events. Teachers, administrators, and the PTA will provide the parent coordinator with copies of documents they would like translated as needed. When time allows, documents will be sent to the DOE Translation and Interpretation Unit. All other materials will be translated by paraprofessionals and parent volunteers. We will also collect commonly used forms (such as trip permission slips) and ask our translators to make templates and a key for filling in dates, etc. that can be used by all staff members.

**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:  | \$777,874     | \$319,034    | 1,096,908 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | \$7,779       |              |           |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | *            |           |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | \$38,894      | *            |           |

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.

**\* Offer tuition reimbursement.**

\* 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**

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



## **P.S. 102 Parental Involvement Policy**

### **I. General Expectations**

P.S. 102 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P. S. 102 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan under Section 1112-Local Educational Agency Plans of ESEA.
  - Publicize and encourage attendance at District CEC meetings and District or Office of Family Engagement sponsored workshops.
  - Encourage parents to apply for CEC seats when available.
2. P. S. 102 will take the following actions to involve parents in the process of school review and improvement under section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

**APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – Continued**

- Notify parents of school report card, standardized test results and other measures of school success and Encourage them to become involved in the PTA Title I Committee and SLT.
3. P. S. 102 will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies under the following other programs by:
    - Encouraging enrollment and attendance of our future students in area pre-K programs.
    - Provide information and registration material for area pre-K programs
    - Working closely with on-site HeartShare After School Program
    - Encourage families to sign up for BPL programs such as RIF and Summer Reading
  4. P. S. 102 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 the of its Title I, Part A program. The evaluations will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  5. P. S. 102 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among P.S. 102, parents and the community to improve student academic achievement, through the following activities specifically described below:
    - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
      - the State’s academic content standards
      - the State’s student academic achievement standards
      - the State and local academic assessments including alternate assessments
      - the requirements of Title I, Part A
      - how to monitor their child’s progress and
      - how to work with educators:

Assistance described above will be accomplished through workshops led by P.S. 102 staff, and providing information and encouragement and when able, transportation to workshops and seminars held outside the school, such as Learning Leaders, UFT, District Office. The school will also provide one-one assistance at conferences and by maintaining an open-door policy and reasonable access to teachers and other staff to discuss individual child’s needs. Parent Coordinator maintains lending library of parenting materials and materials to assist children academically at home. Brochures on Academic standards, State, City and Regional expectations are distributed at each grade level..

- b. P. S. 102 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, to foster parental involvement by:

**APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – Continued**

- K-2 reading workshops
  - Grade 3-5 Test Prep/Curriculum workshops in Everyday Math and ELA
  - Learning Leaders school volunteer program
  - Internet and Microsoft Word workshops
  - Referrals to other adult education providers in community
  - Referrals to other parenting workshops in community, regional office
  - Parent lending library and parenting newsletter and info on our school web site
- c. The school will, with the assistance of the district and 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:
- Professional Development Articles and Workshops on Parent Involvement
  - Learning Leaders Program
  - Parent Coordinator provides list of Volunteer Parent Translators
  - Close collaboration of teachers and PTA on activities such as TV Turnoff Week, Monthly spirit activities, contests, etc.
  - Central and Regional PD for teachers, principal, AP's and Parent Coordinator
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Early Childhood Education programs such as Head Start that support parents in more fully participating in the education of their children.
- Heartshare After School Program
  - Brooklyn Public Library-RIF and Summer Reading Program
  - ESL Resource List
  - Provide Pre-K Registration and Referrals to CBO and PS Pre-K programs
- 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand:
- Translated material on parenting and Citywide /Regional notices are sought out and made available in four languages at the Parent Information Table
  - Invitations, notices, etc. are translated in as many languages as possible when time allows
  - List of Volunteer translators and interpreters is maintained and distributed to staff.
  - School website is instantly translatable on all of our parent languages.

### III. Discretionary School Parental Involvement Policy Components N/A

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

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

### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA/PTA Agenda and sign-in sheet attached. This policy was adopted by the **P.S. 102** on \_\_mm/dd/yy **6/3/10** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/30/10**.

### Part B: School-Parent Compact

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

compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

**P.S. 102 School-Parent Compact:**

P.S.102, 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 - 2011.

**Required School-Parent Compact Provisions**

**School Responsibilities**

**P.S. 102 agrees:**

- 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.
- Hold parent-teacher conferences bi-annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.
- Provide parents with frequent reports on their children’s progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

**As a Parent, I agree to:**

- Support my child’s learning by making education a priority in our home by:
  - Making sure that my child is on time and prepared for school every day.
  - Talking with my child about his/her school activities every day.
  - Scheduling daily homework time and providing a place conducive for study.
  - Making sure homework is completed every day.
  - Monitoring the amount of television my children watch.
- Volunteer, as able, in my child’s classroom or school-wide activities.
- Participate, as appropriate, in decisions relating to my child’s education.
- Promote positive use of my child’s extracurricular time.
- Stay informed about my child’s education by promptly reading all notices from the school. received by my child and responding as appropriate.
- Read together every day with my child.

**APPENDIX 4: TITLE I SCHOOL PARENT INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT – Continued**

- Communicate positive values and character traits such as respect for others, hard work and responsibility
- Be aware of and follow the rules and regulations and discipline policy of the school
- Express high expectations and offer praise and encouragement of achievement.

**Optional Additional Provisions**

**As a Student, I agree to:**

- Come to school ready to do my best;
- Come to school with all the necessary tools for learning-pens, pencils, books, etc.;
- Listen and follow directions;
- Be honest and respect the rights of others;
- Follow the school and class rules;
- Ask for help when I don't understand;
- Do my homework every day and ask for help when I need it;
- Study for tests and assignments;
- Read at least 30 minutes every day outside of class, read with my parents;
- Get enough sleep every night;
- Use the library to get information and find books that I enjoy;
- Give my parents all notices and information I receive at school each day.

**SIGNATURES:**

\_\_\_\_\_ PARENT(S) \_\_\_\_\_  
SCHOOL STUDENT

\_\_\_\_\_ DATE \_\_\_\_\_  
DATE DATE

**(Please note that signatures are not required)**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

P. S. 102's School Leadership Team used a variety of methods to review the school's program and student achievement. The needs assessment included a review of the following measures and indicators:

- ECLAS 2
- State and City assessment results, including item analysis
- Annual Report Card
- Assessment Binders

Analysis of these documents revealed a need to concentrate on low ELL student achievement levels and low Special Education achievement levels. The findings of these reports were reported at open PTA and Executive Board meetings, School Leadership Team meetings, Monthly Faculty Conferences, and through insurance of our School Report Card to the entire school community, which is also available on the web. Our school goals, objectives, and action plan for each objective were then derived from this needs assessment. The content of the Comprehensive Educational Plan is shared with all members of the school community via minutes from the School Leadership Team meetings, PTA monthly calendars, PTA general meetings, staff conferences, parent news letter.

See attached documentation (SLT minutes/Staff Conference notes)

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.

SWP reform strategies will provide opportunities for all children (gifted, special ed, and ELL) to the state's academic achievement levels.

These programs will increase the amount of learning time for all students using scientifically based programs like Great Leaps, Soar to Success, and Moving with Math. These programs will be used after school, on Saturdays and in the summer. A Delta program will be provided on every grade for gifted students. There will also be a CTT class on every grade for special needs students. At risk students will be provided with counseling, SIS, speech, OP/PT and monitored by the PPT.

- 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 as the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

**3. Instruction by highly qualified staff.**

A 90-minute literacy block following the workshop model, emphasizing the teaching of reading, writing, and word study. Core subjects such as Mathematics, Science and Social Studies are taught within specific state mandated guidelines. Many of the core subjects follow the workshop model and are integrated into the literacy block.

**4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals.**

**To enable all children in the Schoolwide Program to meet the State's student academic standards. High-quality and ongoing professional development, aligned with the State and City standards (see guide: Provide professional development where best teaching practices will be studied) Provide inter-visitiation opportunities for faculty to visit other schools where best practices are evident. Train teachers with most up to date techniques for teaching English as a Second Language. Assessment Binders, city and state assessments for student achievement and past and present Annual School Report Cards will be utilized to plan effectively to allow student to meet the standards.**

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

Create smaller learning communities through reduced class size and cooperative learning. Continue to have grade level teams where planning occurs as well as activities to support plans. Other various instructional materials to accommodate our school created curriculum maps. Continue to mentor student teachers for future employment.

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

Parental Involvement will continue to increase through the continuation of the Learning Leaders Program. ESL Literacy will be provided for parents by the Parent Coordinator. Parent workshops will be provided each month on various topics.

**7. Plans for assisting preschool children in the transition from early childhood programs.**

Head Start, Even Start, Early Reading First, or a State-run pre-school program, to local elementary school programs. Maintain contact with community based organizations. The school will sponsor an Open House in June for all incoming kindergarten students and parents who are coming from Pre-K programs. Parents of incoming students will have an opportunity to tour the school about the programs offered.

**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 instruction program:

1. Weekly consultations at PPC meetings
2. Ongoing review of Student Portfolio and Assessment Binders
3. Parent Teacher Conferences
4. Periodic reviews of student work using a rubric
5. Periodic review of ECLAS, Princeton Review Test, Every Day Math results, and classroom assessments.

**9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards.**

Students are provided with effective, timely additional assistance. Based on review of assessment portfolios and binders, students who experience academic difficulty will be provided with AIS services and will be monitored for progress on a monthly basis.

**10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs.**

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. Federal/State/Local programs that prevent violence like CAPP and Nutrition programs like the school breakfast program will be integrated into the school program. The CBO Heartshare Program will continue to operate after school to support Latchkey students.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS: N/A**

**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 IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

**N/A**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

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

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

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.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$ \_\_\_\_\_; 10% of Title I allocation = \$ \_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development 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.

**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.

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

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

*All schools must complete this appendix.*

**Background**

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

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

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having

mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K-12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and

<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is curren occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

**Please note that PS 102 did not participate in the audit which led to Appendix 7.**

- Gaps in the Written Curriculum - A New York State Curriculum Alignment committee was formed to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. If it is found that the maps are misaligned, said committee will update maps and training will be provided to the staff to discuss implementation requirements
- Curriculum Maps - The New York State Curriculum Alignment Committee will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.

- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials - The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners - All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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

Applicable  Not Applicable

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

PS 102 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

|        |        |      |       |      |             |                        |              |              |              |              |              |              |              |              |                 |                 |
|--------|--------|------|-------|------|-------------|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------|-----------------|
| 20K102 | 320102 | K102 | 3     | 2006 | 141         | 681.1                  | 11           | 7.8          | 19           | 13.5         | 89           | 63.1         | 22           | 15.6         | 111             | 78.7            |
| 20K102 | 320102 | K102 | 3     | 2007 | 168         | 669.3                  | 18           | 10.7         | 37           | 22.0         | 93           | 55.4         | 20           | 11.9         | 113             | 67.3            |
| 20K102 | 320102 | K102 | 3     | 2008 | 197         | 669.9                  | 17           | 8.6          | 52           | 26.4         | 93           | 47.2         | 35           | 17.8         | 128             | 65.0            |
| 20K102 | 320102 | K102 | 4     | 2006 | 155         | 667.2                  | 12           | 7.7          | 40           | 25.8         | 87           | 56.1         | 16           | 10.3         | 103             | 66.5            |
| 20K102 | 320102 | K102 | 4     | 2007 | 170         | 660.9                  | 15           | 8.8          | 46           | 27.1         | 100          | 58.8         | 9            | 5.3          | 109             | 64.1            |
| 20K102 | 320102 | K102 | 4     | 2008 | 174         | 672.5                  | 17           | 9.8          | 35           | 20.1         | 94           | 54.0         | 28           | 16.1         | 122             | 70.1            |
| 20K102 | 320102 | K102 | 5     | 2006 | 200         | 661.3                  | 23           | 11.5         | 45           | 22.5         | 106          | 53.0         | 26           | 13.0         | 132             | 66.0            |
| 20K102 | 320102 | K102 | 5     | 2007 | 180         | 661.9                  | 10           | 5.6          | 50           | 27.8         | 108          | 60.0         | 12           | 6.7          | 120             | 66.7            |
| 20K102 | 320102 | K102 | 5     | 2008 | 186         | 669.8                  | 2            | 1.1          | 41           | 22.0         | 130          | 69.9         | 13           | 7.0          | 143             | 76.9            |
|        |        |      |       |      | #<br>Tested | Mean<br>Scale<br>Score | Level 1<br># | Level 1<br>% | Level 2<br># | Level 2<br>% | Level 3<br># | Level 3<br>% | Level 4<br># | Level 4<br>% | Levels<br>3+4 # | Levels<br>3+4 % |
| 20K102 | 320102 | K102 | Total | 2006 | 496         |                        | 46           | 9.3          | 104          | 21.0         | 282          | 56.9         | 64           | 12.9         | 346             | 69.8            |
| 20K102 | 320102 | K102 | Total | 2007 | 518         |                        | 43           | 8.3          | 133          | 25.7         | 301          | 58.1         | 41           | 7.9          | 342             | 66.0            |
| 20K102 | 320102 | K102 | Total | 2008 | 557         |                        | 36           | 6.5          | 128          | 23.0         | 317          | 56.9         | 76           | 13.6         | 393             | 70.6            |

## 20K102 All Tested Data

### 1B. Mathematics

#### Background

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

### Specific Math Alignment Issues:

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

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

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

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

PS 102 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- *The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.*

This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics. Student work is discussed at grade meetings and the math program is adjusted, as necessary, based on students' ability/inability to problem solve. Furthermore, the New York State Curriculum Alignment Committee will review curriculum maps representing all grade levels to update content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained

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

Applicable  Not Applicable

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

PS 102 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

New York City Department of Education  
**Results of the 2006-2008 State Math Test**  
 Grades 3, 4, 5, 6, 7 and 8

**DISTRICT 20**  
 (All Tested Students)

| School | Grade | Year | Number Tested | Mean Scale Score | Level 1 |      | Level 2 |      | Level 3 |      | Level 4 |      | Levels 3+4 |      |
|--------|-------|------|---------------|------------------|---------|------|---------|------|---------|------|---------|------|------------|------|
|        |       |      |               |                  | #       | %    | #       | %    | #       | %    | #       | %    | #          | %    |
| 102    | 3     | 2007 | 173           | 698.1            | 7       | 4.0  | 20      | 11.6 | 67      | 38.7 | 79      | 45.7 | 146        | 84.4 |
| 102    | 3     | 2008 | 199           | 702.1            | 2       | 1.0  | 13      | 6.5  | 101     | 50.8 | 83      | 41.7 | 184        | 92.5 |
| 102    | 4     | 2006 | 178           | 678.3            | 16      | 9.0  | 23      | 12.9 | 85      | 47.8 | 54      | 30.3 | 139        | 78.1 |
| 102    | 4     | 2007 | 174           | 689.9            | 11      | 6.3  | 16      | 9.2  | 81      | 46.6 | 66      | 37.9 | 147        | 84.5 |
| 102    | 4     | 2008 | 177           | 690.5            | 8       | 4.5  | 21      | 11.9 | 75      | 42.4 | 73      | 41.2 | 148        | 83.6 |
| 102    | 5     | 2006 | 221           | 672.1            | 28      | 12.7 | 27      | 12.2 | 106     | 48.0 | 60      | 27.1 | 166        | 75.1 |
| 102    | 5     | 2007 | 181           | 682.8            | 14      | 7.7  | 17      | 9.4  | 91      | 50.3 | 59      | 32.6 | 150        | 82.9 |
| 102    | 5     | 2008 | 192           | 690.7            | 6       | 3.1  | 8       | 4.2  | 105     | 54.7 | 73      | 38.0 | 178        | 92.7 |
| 102    | Total | 2006 | 581           |                  | 54      | 9.3  | 79      | 13.6 | 272     | 46.8 | 176     | 30.3 | 448        | 77.1 |
| 102    | Total | 2007 | 528           |                  | 32      | 6.1  | 53      | 10.0 | 239     | 45.3 | 204     | 38.6 | 443        | 83.9 |
| 102    | Total | 2008 | 568           |                  | 16      | 2.8  | 42      | 7.4  | 281     | 49.5 | 229     | 40.3 | 510        | 89.8 |

**KEY FINDING 2: INSTRUCTION**

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

## ***2A - ELA Instruction***

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

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

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

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

Informal observation will be used to assess student engagement.

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

\_\_ Not Applicable

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

As stated, PS 102 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

|                              |  |
|------------------------------|--|
| Teacher directed mini lesson | 10-15 minutes (20%)                            |
| Active engagement            | 5-10 minutes (13.3% )                          |
| Share                        | 5 minutes (6.6%)                               |
| Independent practice         | 30-45 minutes (depending on grade level) (60%) |

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

Student engagement is informally assessed using the following student engagement checklist

**Student Engagement Checklist 2008/2009**  
**School-wide Informal Observations**

| Category  |                          | Comments |
|---|--------------------------|----------|
| <b>Whole Class Instruction: Rug Area</b>  | _____ <b>Yes to all</b>  |          |
| -All students are attentive and looking at teacher(s)   | _____ <b>Yes to some</b> |          |
| -Students sit on rug in purposeful ways depending on task   | _____ <b>Not really</b>  |          |
| -Various students participate when questions are posed - not the same hands all the time                                    |                          |          |
| -Student responses to queries are positively validated  | _____ <b>Yes to all</b>  |          |
| -All students are working productively on assigned task   | _____ <b>Yes to some</b> |          |
| -Students know what to do when "they are done"  | _____ <b>Not really</b>  |          |
| -Students seek the assistance of a teacher or a peer when they are confused or need direction                               | _____ <b>Not really</b>  |          |
| -Students use environmental print for self-direction  | _____ <b>Not really</b>  |          |
| <b>Transitions</b>  | _____ <b>Yes to all</b>  |          |
| -Are quick and smooth   | _____ <b>Yes to some</b> |          |
| -Require little direction   | _____ <b>Not really</b>  |          |
| -Students go from point A to point B without interruption   | _____ <b>Yes to all</b>  |          |
| <b>Organization of the Day</b>  | _____ <b>Yes to some</b> |          |
| -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day | _____ <b>Not really</b>  |          |
| -Children know what they will be learning / what  |                          |          |

|  |   |  |
|--|---|--|
| <p>is being taught</p> <ul style="list-style-type: none"> <li>-Children know what is expected of them at all times</li> <li>-Children know why they are part of a small group experience</li> </ul>  | <p>_____ <b>Yes to all</b></p> <p>_____ <b>Yes to some</b></p> <p>_____ <b>Not really</b></p> |  |
| <p><b>Student Accountability</b></p> <ul style="list-style-type: none"> <li>-Students are held to a high standard: good is not good enough</li> <li>-Students know what work that is good enough looks like</li> <li>-Students are given opportunities to improve their work</li> <li>-Students know the behavioral expectations in the room and act appropriately</li> </ul>  | <p>_____ <b>Yes to all</b></p> <p>_____ <b>Yes to some</b></p> <p>_____ <b>Not really</b></p> |  |
| <p><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>-Students are given opportunities to share their thinking</li> <li>-Students are held accountable for their learning - they are asked to articulate or write what they know and understand</li> <li>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</li> </ul>                                      | <p>_____ <b>Yes to all</b></p> <p>_____ <b>Yes to some</b></p> <p>_____ <b>Not really</b></p> |  |
| <p><b>Self Esteem - Building Toward Intrinsic Motivation</b></p> <ul style="list-style-type: none"> <li>-Children are self-directed and self-motivated</li> <li>-Children who need to be "pushed" are pushed in subtle, nurturing ways</li> <li>-Children do not sit next to peers who disrupt or interrupt learning (including friends)</li> <li>-Children feel good about their learning and are excited to share new experiences</li> </ul> | <p>_____ <b>Yes to all</b></p> <p>_____ <b>Yes to some</b></p> <p>_____ <b>Not really</b></p> |  |

|   |  |  |
|---|--|--|
| -Children who need behavioral plans have them and these are used in consistent ways<br>-There is never a "why should I?" attitude<br>-children perform because they understand that learning is important |  |  |
|---|--|--|

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

NA

**2B - Mathematics Instruction**

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

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

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

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

A student engagement checklist will be used to assess teachers' awareness of student intrinsic motivation and metacognition. 2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

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

This finding is not relevant to PS 102 for the following reasons:

PS 102 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

- Teacher directed mini lesson                      10-15 minutes (20%)
- Active engagement                                      5-10 minutes (13.3%)
- Share    5 minutes (6.6%)
- Independent practice                                      30-45 minutes (depending on grade level) (60%)

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

At this school, SMART boards are often used for demonstration during the mini lesson. Student engagement is informally assessed using the following student engagement checklist:

**Student Engagement Checklist 2008/2009 School-wide  
Informal Observations**

| <u>Category</u>   | <b>Observation</b>  | <b>Comments</b> |
|---|---|-----------------|
| <p><b>Whole Class Instruction: Rug Area</b></p> <ul style="list-style-type: none"> <li>-All students are attentive and looking at teacher(s)</li> <li>-Students sit on rug in purposeful ways depending on Task</li> <li>-Various students participate when questions are posed</li> <li>- not the same hands all the time</li> <li>-Student responses to queries are positively</li> </ul> | <p>_____ <b>Yes to all</b></p> <p>_____ <b>Yes to some</b></p> <p>_____ <b>Not really</b></p> |                 |

|  |  |  |
|--|--|--|
| validated  |  |  |
| <b>Independent Work</b><br>-All students are working productively on assigned task<br>-Students know what to do when "they are done"<br>-Students seek the assistance of a teacher or a peer when they are confused or need direction<br>-Students use environmental print for self-direction  | _____ <b>Yes to all</b><br><br>_____ <b>Yes to some</b><br><br>_____ <b>Not really</b> |  |
| <b>Transitions</b><br>-Are quick and smooth<br>-Require little direction<br>-Students go from point A to point B without interruption<br>-Students are prepared with required materials  | _____ <b>Yes to all</b><br><br>_____ <b>Yes to some</b><br><br>_____ <b>Not really</b> |  |
| <b>Organization of the Day</b><br>-Morning meeting sets the tone for the day. children are part of an interactive conversation concerning the flow of the day<br>-Children know what they will be learning / what is being taught<br>-Children know what is expected of them at all times<br>-Children know why they are part of a small group <i>experience</i> | _____ <b>Yes to all</b><br><br>_____ <b>Yes to some</b><br><br>_____ <b>Not really</b> |  |
| <b>Student Accountability</b><br>-Students are held to a high standard: good is not good enough<br>-Students know what work that is good enough looks like<br>-Students are given opportunities to improve their work  | _____ <b>Yes to all</b><br><br>_____ <b>Yes to some</b><br><br>_____ <b>Not really</b> |  |

|  |   |  |
|--|---|--|
| <p>-Students know the behavioral expectations in the room and act appropriately</p>  |   |  |
| <p><b>Metacognition</b><br/>         -Students are given opportunities to share their thinking<br/>         -Students are held accountable for their learning - they are asked to articulate or write what they know and understand<br/>         -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</p>   | <p>_____ <b>Yes to all</b><br/>         _____ <b>Yes to some</b><br/>         _____ <b>Not really</b></p> |  |
| <p><b>Self Esteem - Building Toward Intrinsic Motivation</b><br/>         -Children are self-directed and self-motivated<br/>         -Children who need to be "pushed" are pushed in subtle, nurturing ways<br/>         -Children do not sit next to peers who disrupt or interrupt learning (including friends)<br/>         -Children feel good about their learning and are excited to share new experiences<br/>         -Children who need behavioral plans have them and these are used in consistent ways<br/>         -There is never a "why should I?" attitude – children perform because they understand that learning is important</p> | <p>_____ <b>Yes to all</b><br/>         _____ <b>Yes to some</b><br/>         _____ <b>Not really</b></p> |  |

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

NA

**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

Year-to-year teacher turnover rate is evaluated by the school's administrative Cabinet. To date, this school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization each year.

If the turnover rate becomes high, i.e., more than 10%, over a three-year period, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

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

   Not Applicable

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

Over the past three years, the school has welcomed the following number and percent of new teachers:

|      |            |             |
|------|------------|-------------|
| 2008 | Add number | Add percent |
| 2007 | Add number | Add percent |
| 2006 | Add number | Add percent |

These numbers are insignificant. New teachers at this school receive professional development and support from the school's internal coaches, external staff developers as well as from their UFT mentors.

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

NA

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

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

Applicable

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

PS 102 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, this school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers.

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

NA

**KEY FINDING 5: DATA USE AND MONITORING— ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

The school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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

Applicable     Not Applicable

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

PS 102 received an overall score of well-developed for SQ1 : "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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

NA

**KEY FINDING 6: PROFESSIONAL DEVELOPMENT— SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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

Applicable

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

PS 102 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

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

NA

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

The school's Administrative Cabinet, along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administrative Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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

Applicable  Not Applicable

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

PS 102 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Teachers at PS 102 have received Mel Levine training and know how to write and use functional behavioral plans for students for whom this is a necessary intervention.

**FOR PBIS SCHOOLS ONLY**

Finally, PS 102 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. All students at PS 102 know what is expected of them behaviorally and academically and also know the consequences for not being prepared, safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

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

NA

**APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

*All schools that receive C4E funding for FY09 are required to complete this appendix.*

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**Directions:** Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**Additional Guidance:** In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

| Grade | Subject | Special Population | Average Class Size 2007-08 | # New Classrooms/ Class Sections | Projected Average Class Size 2008-09 |
|-------|---------|--------------------|----------------------------|----------------------------------|--------------------------------------|
|       |         |                    |                            |                                  |                                      |
|       |         |                    |                            |                                  |                                      |
|       |         |                    |                            |                                  |                                      |

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes  
 No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

| Grade | Subject | Special Population | Teacher-Student Ratio 2007-08 | # Classes Targeted | Projected Teacher-Student Ratio 2008-09 |
|-------|---------|--------------------|-------------------------------|--------------------|---|
|       |         |                    |                               |                    |   |
|       |         |                    |                               |                    |   |
|       |         |                    |                               |                    |   |

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. **Dedicated instructional time**
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

**A. Lengthened school day** (beyond the contractual 37½ minutes)

2 AIS teachers will service at risk students using a push in model.

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

AIS teachers will service students during the extended day program using the inquiry team model.

**B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

**C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**III. Teacher and Principal Quality Initiatives**

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**IV. Middle and High School Restructuring**

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

*For schools with middle or high school grades only:*

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

**V. Full-Day Pre-Kindergarten Programs**

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

**VI. Model Programs for Students with Limited English Proficiency (English Language Learners)**

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **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.

11. 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.
  
12. Schoolwide reform strategies that:
  - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - d) 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.

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

13. Instruction by highly qualified staff.

14. 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.

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

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

17. 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.

18. 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.

19. 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.

20. 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<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>2</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY’11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>3</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |           |
|-------------------------|--|---|----|-----|--|---|-----------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s) |
| Title I, Part A (Basic) | Federal  |   |    |     |  |   |           |
| Title I, Part A (ARRA)  | Federal  |   |    |     |  |   |           |
| Title II, Part A        | Federal  |   |    |     |  |   |           |
| Title III, Part A       | Federal  |   |    |     |  |   |           |
| Title IV                | Federal  |   |    |     |  |   |           |
| IDEA                    | Federal  |   |    |     |  |   |           |
| Tax Levy                | Local  |   |    |     |  |   |           |

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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.

9. Use program resources to help participating children meet the State standards.
  
10. Ensure that planning for students served under this program is incorporated into existing school planning.
  
11. 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;
  
12. Coordinate with and support the regular educational program;
  
13. Provide instruction by highly qualified teachers;
  
14. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
15. Provide strategies to increase parental involvement; and
  
16. 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:** \_\_\_\_\_ **SURR<sup>4</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

3. 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.
4. 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**

4. 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.
5. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
6. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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>

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

### **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**

|                     |                      |             |        |               |  |              |
|---------------------|----------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | P.S. 102 The Bayview |             |        |               |  |              |
| <b>District:</b>    | 20                   | <b>DBN:</b> | 20K102 | <b>School</b> |  | 332000010102 |

**DEMOGRAPHICS**

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

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 0       | 0       | 0       |  | 94.3    | 94.7    | 95.0    |
| Kindergarten              | 183     | 203     | 186     |  |         |         |         |
| Grade 1                   | 200     | 194     | 195     | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 196     | 209     | 209     | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 191     | 194     | 210     |  | 95.4    | 95.9    | 95.6    |
| Grade 4                   | 194     | 186     | 190     |  |         |         |         |
| Grade 5                   | 187     | 195     | 179     | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 0       | 0       | 0       |  | 64.4    | 70.8    | 70.8    |
| Grade 8                   | 0       | 0       | 0       |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 3       | 3       | 4       |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 3       | 6       | 12      | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 1154    | 1187    | 1181    | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 17      | 13      | 25      |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 55      | 45      | 31      | Principal Suspensions                               | 0       | 5       | 3       |
| # in Collaborative Team Teaching (CTT) Classes | 57      | 62      | 64      | Superintendent Suspensions                          | 0       | 1       | 0       |
| Number all others                              | 45      | 50      | 95      |   |         |         |         |

*These students are included in the enrollment information above.*

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

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 84      | 86      | 88      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 16      | 16      | 9       |
| # receiving ESL services only                                     | 171     | 187     | TBD     |  |         |         |         |
| # ELLs with IEPs  | 14      | 40      | TBD     |  |         |         |         |

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

| <b>Number of Educational Paraprofessionals</b> |         |         |         |
|--|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2007-08 | 2008-09 | 2009-10 |
|  | 11      | 11      | 16      |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 100.0   | 98.8    | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 66.7    | 77.9    | 95.5    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 50.0    | 51.2    | 67.0    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 86.0    | 86.0    | 95.5    |
| American Indian or Alaska Native                  | 0.6     | 0.4     | 0.4     | % core classes taught by "highly qualified" teachers   | 93.2    | 100.0   | 99.2    |
| Black or African American                         | 2.3     | 1.6     | 2.2     |  |         |         |         |
| Hispanic or Latino                                | 27.8    | 27.6    | 27.2    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 16.8    | 16.0    | 15.4    |  |         |         |         |
| White   | 52.4    | 54.2    | 54.6    |  |         |         |         |
| <b>Male</b>                                       | 51.5    | 51.2    | 51.5    |  |         |         |         |
| <b>Female</b>                                     | 48.5    | 48.8    | 48.5    |  |         |         |         |

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

|                | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             |                 |
|----------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| Student Groups | ELA                            | Math | Science | ELA                    | Math | Grad Rate** | Progress Target |
| 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 Islander | v        | v        |          |  |  |  |
| White   | v        | v        |          |  |  |  |
| Multiracial                                     | -        | -        |          |  |  |  |
| Students with Disabilities                      | vsh      | v        | -        |  |  |  |
| Limited English Proficient                      | v        | v        |          |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |
| <b>Student groups making</b>                    | <b>7</b> | <b>7</b> | <b>1</b> |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |    |  |
|--|------|--|--|--|----|--|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |    |  |
| <b>Overall Letter Grade:</b>             | B    | <b>Overall Evaluation:</b>                                 |  |  | NR |  |
| <b>Overall Score:</b>                    | 45.9 | <b>Quality Statement Scores:</b>                           |  |  |    |  |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |    |  |
| School Environment:                      | 8.1  | Quality Statement 2: Plan and Set Goals                    |  |  |    |  |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |    |  |
| School Performance:                      | 10.4 | Quality Statement 4: Align Capacity Building to Goals      |  |  |    |  |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |    |  |
| Student Progress:                        | 25.1 |  |  |  |    |  |
| <i>(Comprises 60% of the</i>             |      |  |  |  |    |  |
| Additional Credit:                       | 2.3  |  |  |  |    |  |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| 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](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 <b>CFN409</b>                             | District <b>20</b> | School Number <b>102</b>                             | School Name <b>Bay View</b> |
| Principal <b>Theresa Dovi</b>                             |                    | Assistant Principal <b>C. Sichenze, L. Fasanelle</b> |                             |
| Coach <b>Marianne Fletcher</b>                            |                    | Coach <b>Anne Perrone</b>                            |                             |
| Teacher/Subject Area <b>D. Svilar- E.S.L. Teacher</b>     |                    | Guidance Counselor <b>Lorraine Perazzo</b>           |                             |
| Teacher/Subject Area <b>A. Bugatti- 5th Grade Teacher</b> |                    | Parent <b>Maureen Bondi, PTA President</b>           |                             |
| Teacher/Subject Area <b>C. Easterling- E.S.L. Teacher</b> |                    | Parent Coordinator <b>Margaret Sheri</b>             |                             |
| Related Service Provider <b>R. Tubio-Cid- SETSS/IEP</b>   |                    | Other <b>C.Georgatselis- 1<sup>st</sup> Grade</b>    |                             |
| Network Leader <b>Neal Opromalla</b>                      |                    | Other <b>Z. Grillo- E.S.L. Teacher</b>               |                             |

### 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                          | <b>4</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |             |                      |            |   |               |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total Number of Students in School | <b>1183</b> | Total Number of ELLs | <b>161</b> | ELLs as Share of Total Student Population (%) | <b>13.61%</b> |
|------------------------------------|-------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When parents initially enroll their children in our school, we realize it is extremely important to accurately identify each child's home language in order to determine whether the child will require ELL services. Typically, our school secretaries contact one of the ESL teachers or other trained teachers/administrators to meet with the parents to conduct a brief oral interview that culminates in the completion of a Home Language Identification Survey (HLIS). One of our four certified ESL pedagogues (Ms. Svilar, Ms. Schulman, Ms. Grillo-Mancuso, and Ms. Easterling) conducts an interview with the parents to ensure that they fully understand the questions asked on the HLIS to accurately determine the language(s) the child uses at home as well as verify if the students has any other formal education experience. The licensed ESL teacher also conducts a brief interview with the child to ensure the HLIS completed by the parents reflects the child's language background and abilities. In addition to the English version, the HLIS is currently available in fourteen languages. Parents who do not have sufficient English language or native language literacy skills to navigate the registration process often bring an interpreter to assist them. When necessary, we also ask staff members who speak languages other than English to assist in this process. Translation services are provided upon request whenever necessary. In addition, we have trained Ms. Tubio-Cid, the licensed SETSS pedagogue, to assist in the parent interview process in case the licensed ESL teachers are unavailable.

Our school also distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages) upon registration. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. In addition, we have an active parent coordinator who meets with parents new to our school to assist them in matters concerning their child's education. The goal is to ensure that parents of newly enrolled students provide accurate information on the HLIS and fully understand the ELL identification process.

After the HLIS is completed by the parent and a brief oral interview with the parent and child is conducted by one of the licensed ESL pedagogues, the ESL coordinator reviews the parental responses and determines whether a language other than English is spoken in the child's home. If it is determined that a language other than English is spoken at home, the ESL coordinator or another trained ESL teacher administers the Language Assessment Battery-Revised (LAB-R) test for that child's particular grade level within the first ten days of attendance. The ESL staff also reviews various ATS reports such as the RPOB (a report that includes the place of birth and home language) and the RLER report (a report that lists students eligible to take the LAB-R and NYSESLAT) to ensure that all students who are eligible for testing have been properly identified and screened. We also use these reports to track the students who have been tested and to ensure that the necessary parental notification letters, i.e. entitlement or non-entitlement letters, are sent home with the students. We maintain a file of parent notification letters that are sent to the parents.

The LAB-R test has traditionally been administered only once to establish the child's English proficiency level upon entrance to the English Language School System (ELSS). The latest LAB-R Memo issued by the NYC Department of Education for the 2010-2011 states that a student can only be tested once and cannot be retested with the LAB-R if the student is out of the country for a year or more. The child's cut score on the LAB-R is used to determine whether the child is eligible for ELL services. Students who score below the proficiency level on the LAB-R are entitled to state-mandated services for ELLs. The cut score determines whether the student is on the beginner/intermediate, advanced or proficient level and is then used to place him/her in an appropriate ELL group. Students who speak Spanish at home and score below the proficient level on the LAB-R are also given a Spanish Language Assessment Battery (LAB) only once to determine language dominance upon entrance to the ELSS.

In accordance with the NYS Department of Education, every ELL student is administered the New York State English As A Second Language Achievement Test (NYSESLAT) during the spring of each year. The NYSESLAT measures the language proficiency level and progress in the four modalities of English (listening, speaking, reading, and writing) to determine whether the student continues to be eligible for ELL services in the following school year. Parents/guardians are given advanced notice in English and their native language when available that details the purpose of administering the NYSESLAT as well as the time frame for administering the NYSESLAT in our school. Students with Individual Educational Plans are given the NYSESLAT with any allowable test accommodations as per their IEPs.

After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication within ten days of initial registration. If a child scores on the proficient level of the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders.

The parents of entitled ELLs are then invited to attend a parent orientation meeting to discuss the various ELL programs available and to view the ESL Parent Orientation video (produced by the NYC DOE and available in various languages). The Parent Coordinator arranges for volunteers in the major language groups to attend the meeting to provide interpretation and translation

assistance; in addition, bilingual staff members such as paraprofessionals attend the meeting to provide assistance when needed. After a Parent Survey and Program Selection form (EPIC Form D) is completed by the parents where they indicate their ELL program choices in order of preference, the child is placed in an ELL program within ten days of enrollment. The ESL staff sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ELL program.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school or unavailability of dual language programs in the school, the ESL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

If certain parents do not attend the meeting and/or do not return the Parent Survey and Program Selection Form, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ESL staff makes several follow-up telephone calls, sends home notices asking parents to contact the ESL coordinator, and schedules individual meetings or phone conferences to ensure that parents have the opportunity to view the video and/or discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to call parents in their native language to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent does not return the Parent Survey and Program Selection form, the child is then placed in a transitional bilingual program in the school if available or in a free-standing ESL program; a placement letter (EPIC Form F) is sent home to inform parents of the placement.

The majority of the Parent Survey and Program Selection forms are completed during the ESL Parent Orientation in September after eligible students are screened with the LAB-R. Parents have the opportunity to watch an orientation DVD in various languages provided by the NYC Department of Education that outlines the various program options available in the New York City public schools. After viewing the video and taking part in a question and answer period, attending parents are asked to complete the Parent Survey and Selections forms (in their native language if available or in English upon their request) prior to leaving the orientation meeting or drop them off at the main office at a later time if they need to confer with other family members. All completed Parent Survey and Selection forms are copied before they are attached to the Home Language Identification Survey and placed in the student's cumulative folder. The copies are stored in a central file cabinet that is located in the ESL coordinator's room.

As students new to the ELSS enter the school throughout the year, the ESL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL option over the past five years. Our records indicate that parents continued to select ESL as their primary program choice. When reviewing responses from our entitled ELLs in the 2009-2010 school year, only 2 parents listed a dual language program as their first preference and one listed Transitional Bilingual Education as their first preference. Fourteen out of the 53 entitled Kindergarten ELLs in 2009-2010 did not return the Parent Survey and Selection form; however they represented a variety of language groups (1 Albanian, 2 Bengali, 3 unspecified Chinese, 1 Cantonese, 2 Mandarin, 4 Arabic, 1 Russian). The remainder of the parents representing 36 entitled Kindergarten ELLs selected the Free-standing ESL Program as their primary preference.

After screening and administering the LAB-R test to the incoming Kindergarten students in 2010-2011, 45 students were entitled to ELL services. Based on the parent/guardian completion of the Parent Survey and Selection forms, 37 or 82% selected Freestanding ESL as their primary preference. Six parents/guardians have not returned the form but we continue to take steps to contact them (additional notices, phone calls, face-to-face conversations); the native languages of the seven students include Arabic (3), Spanish (2), and Bengali (1). Only 2 parents/guardians selected the other program models but their children have been placed in a CTT class as per their IEPs. The LAP team will carefully continue to monitor the trends in parental choice to see if the numbers indicated require the implementation of other programs in the future, in accordance with CR Part 154.

When students are transfers from another school in the NYC public school system, we check their records on the ATS system to find out whether or not they are eligible for ELL services and what their latest LAB-R and/or NYSESLAT proficiency levels are in order to place them in an ELL program as soon as possible. We review their cumulative records once they arrive from the previous school to check for the HLIS as well as the Parent Selection and Survey from the previous school. We also review the RLER report on a regular basis to identify any re-admitted students who left the ELSS for one or more consecutive years and have a proficient LAB-R and/or NYSESLAT score on file. When necessary, we re-administer the LAB-R to re-admitted students who fulfill the criteria listed above. The ESL coordinator reviews their cumulative files upon their arrival in the school building to check for their original HLIS and parent survey and program selection forms. A critical time of the school year is the registration intake period for the upcoming kindergarten class that occurs in the spring of the preceding school year. Our administration has created a team of teachers and administrators trained in the ELL identification process to ensure that there will be enough available pedagogues and/or administrators to conduct the parent interviews and assist in HLIS completion during this heavy registration period.

All students who continue to be eligible for ELL services based on their spring NYSESLAT scores are sent home a letter of continued eligibility (Form G) as well as a placement letter (Form F) in September in order to provide parents notification of their continued eligibility and information about their child's placement in an ELL program.

# 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   |   |   |   |   |   |   |   |   |   |   |    |    |    | Tot # |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| <b>Self-Contained</b>   | 5 | 4 | 2 | 2 | 3 | 3 |   |   |   |   |    |    |    | 19    |
| <b>Push-In</b>  |   |   | 0 |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>  | 5 | 4 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 19    |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                               |    |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs                    | 161 | Newcomers (ELLs receiving service 0-3 years) | 132 | Special Education             | 30 |
| SIFE                        | 0   | ELLs receiving service 4-6 years             | 29  | Long-Term (completed 6 years) | 0  |

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total      |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |            |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |            |
| TBE           |                   |          |                   |                  |          |                   |                                    |          |                   | 0          |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0          |
| ESL           | 132               | 0        | 15                | 29               | 0        | 15                | 0                                  | 0        | 0                 | 161        |
| <b>Total</b>  | <b>132</b>        | <b>0</b> | <b>15</b>         | <b>29</b>        | <b>0</b> | <b>15</b>         | <b>0</b>                           | <b>0</b> | <b>0</b>          | <b>161</b> |

Number of ELLs in a TBE program who are in alternate placement: 8

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American:   | Asian:                             | Hispanic/Latino: |
| Native American:  | White (Non-Hispanic/Latino):       | Other:           |

| Freestanding English as a Second Language      |           |           |           |           |           |           |          |          |          |          |          |          |          |            |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group |           |           |           |           |           |           |          |          |          |          |          |          |          |            |
|  | K         | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
| Spanish  | 22        | 18        | 10        | 5         | 5         | 9         |          |          |          |          |          |          |          | 69         |
| Chinese  | 2         | 7         | 2         | 1         | 3         | 1         |          |          |          |          |          |          |          | 16         |
| Russian  | 3         | 3         |           |           |           | 1         |          |          |          |          |          |          |          | 7          |
| Bengali  | 1         | 1         | 1         |           |           |           |          |          |          |          |          |          |          | 3          |
| Urdu   |           |           |           |           | 1         |           |          |          |          |          |          |          |          | 1          |
| Arabic   | 16        | 14        | 7         | 5         | 9         | 8         |          |          |          |          |          |          |          | 59         |
| Haitian  |           |           |           | 1         |           |           |          |          |          |          |          |          |          | 1          |
| French   |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Korean   |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Punjabi  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Polish   |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Albanian                                       | 1         | 1         |           |           | 1         |           |          |          |          |          |          |          |          | 3          |
| Other  | 1         |           |           |           |           | 1         |          |          |          |          |          |          |          | 2          |
| <b>TOTAL</b>                                   | <b>46</b> | <b>44</b> | <b>20</b> | <b>12</b> | <b>19</b> | <b>20</b> | <b>0</b> | <b>161</b> |

## 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.

Our Free-Standing ESL program provides English-only instruction for our eligible ELLs. Each of our four certified ESL teachers works with several ELL groups based on CR-Part 154 regulations that require 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes for advanced ELLs. In the current school year, each ESL teacher works with ELLs from one or two contiguous grades in order to specialize in the curriculum of a specific grade. ESL teachers are following the pull-out model when providing instruction to our

beginner, intermediate, and advanced ELLs. When possible, ESL teachers use the push-in model or a combination of push-in and pull-out and collaborate with the classroom teacher whenever there are clusters of ELLs in a given class. Our ELLs are placed in small group settings geared to their proficiency level and grade level. The ESL staff works closely with our Assistant Principals during reorganization to place our ELLs in classes according to their projected proficiency level in order to ensure an effective push-in/pull-out ESL program. We are also planning to visit other NYC DOE schools to observe their ESL programs

Our freestanding ESL program provides high quality, intensive and consistent English language and content area instruction. Our instructional approaches are aligned with NYS ESL and ELA learning standards. Our goal is to provide a rich language learning environment that incorporates the four language modalities (listening, speaking, reading, and writing) while developing language and academic skills in literacy and the content areas so that our ELL students can begin to work independently in the classroom. We strive to expose ELLs to meaningful language and literacy experiences through interactive activities, with a focus on teaching the necessary higher-order thinking skills. In a low-anxiety learning environment, our ELLs are encouraged to take risks and actively participate in scaffolded language-learning so that they become independent learners and achieve grade-level standards in all areas.

Within the ESL program, our ESL teachers utilize a variety of materials and resources designed to meet the diverse needs of our students and to differentiate our instructional plan in order to make language and content comprehensible. Our school follows the Balanced Literacy model in conjunction with other reading programs. In the early childhood grades the ESL teachers are using Wilson's Foundations, a research-based program that develops phonemic awareness, and Rigby's On Our Way to English program which provides grade-level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. Our ESL teachers servicing the upper grades are using the ELL component of the Treasures reading/language arts program, Treasure Chest, so that the literacy and language arts activities in the regular classroom and the ESL classroom are aligned with each other. In addition, we are incorporating the use of the Award reading program created by Wendy Pye Publishing Limited in our ESL classrooms. The Award program is an integrated print and multimedia program that includes lessons that focus on developing skills related to phonemic awareness, vocabulary development, fluency, technology, and text comprehension. We supplement our instruction with 'big books', predictable texts, leveled library books, chants, rhymes, poetry, and cumulative patterns. We also focus on non-fiction texts to develop and reinforce vocabulary and content area concepts. Furthermore, we use a variety of learning centers and manipulatives, such as computer and listening centers, picture/word cards, alphabet tiles, realia, and other literacy-based tools.

We also make every effort to provide native language support for our ELL students by supplying students with native language/English glossaries and dictionaries to aid them in their language acquisition and academic work. We have several bilingual paraprofessionals who work with some of our ELLs as per their IEPs and who are available to provide translation and native language support for newcomers when needed. Our Learning Leaders Program also provides native language and academic support for our ELLs by teaming students up with trained adults who speak their native language in small group or individual tutoring sessions. Our parent coordinator has a list of available translators who can assist our ELL students and their parents upon request. She also maintains a parent lending library that is stocked with English as well as native language books that parents can read to their children as well as learn about ways to assist them in their academic journeys. Our school library also has a section of bilingual/native language books for students to borrow.

Our ESL teachers meet regularly with classroom teachers and attend grade meetings to carefully plan and assure curricular alignment. These meetings provide opportunities for mutual professional support as well as feedback on student progress in both classroom settings. Our ESL and classroom teachers share data and information gathered from various assessment tools such as ECLAS, ELL Periodic Assessments, ELA Predictive Assessments, and the NYSESLAT. In addition, our school implemented a new web-based diagnostic tool called D.O.R.A. across the grades in the 2009-2010 school year. Diagnostic Online Reading Assessment (D.O.R.A.) assesses student reading ability based on core predictors of reading success and directs differentiated instruction by prescribing specific instructional recommendations based on the individual student's performance. We plan to use this assessment information to effectively guide instruction for all our students to meet their individual needs.

After attending various DOE and WestEd training sessions, our ESL teachers are using QTEL (Quality Teaching for English Language Learners) strategies and scaffolds to amplify and enrich English language development. The ESL staff uses strategies such as modeling, schema building, and activating prior knowledge to scaffold language and academic development. Our ESL teachers also attended several professional development sessions with ESL staff developer Catherine Brown; the focus of the sessions was on differentiating tasks by language proficiency level and developing academic language and thinking skills

In addition, our school administrators provide many professional development opportunities for our teaching staff that focus on developing effective strategies for teaching ELLs as well as differentiating instruction to better serve the needs of our diverse students. Our school has participated in the NYC DOE ELL Leadership Institute for two years; school administrators, classroom teachers and ESL teachers focused on ways to support English Language Learners in the classroom through various workshops such as integrating technology in the classroom and enhancing vocabulary development. As an outgrowth of the ELL Leadership Institute, the participating teachers held several school-wide workshops that focused on vocabulary development based on the research-based methods developed by Dr. Calderon. We will continue our focus on differentiated instruction through professional development provided by the Center for Integrated Teacher Education (CITE). We are considering professional development targeting effective writing strategies for ELLs for our ESL and classroom

teachers. These various techniques and strategies are utilized during differentiated instruction to provide our ELLs as well as our entire student population with a well-developed and effective learning environment.

Our current school goals are to improve reading comprehension skills thereby accelerating the progress of all our student subgroups including ELLs and to improve writing skills for all student subgroups with a focus on writing to a prompt in all content areas and a focus on vocabulary development. All of our teachers- classroom teachers, Literacy and Math AIS providers, content area teachers- at P.S. 102 strive to make content comprehensible to all of our students including our ELLs. We have stocked our classroom libraries with many leveled books in a variety of genres to ensure that students have the opportunity to read a variety of books at their reading level to support their learning across the content areas. We use many visuals (such as maps, models, charts, and photos), multimedia presentations (such as video clips from Discovery Education and the Award Reading program), graphic organizers (such as "I Wonder", venn diagrams, and KWL) to make content accessible to our ELL students. We also strive to build background knowledge by making content comprehensible through modeling, hands-on materials especially in science and math, visuals, gestures, and video clips as well as pre-teaching and emphasizing key vocabulary across the curriculum. If necessary, we use bilingual paraprofessionals, teachers, learning leaders, and peers to clarify concepts across the curriculum in the native language of our ELLs to ensure their comprehension; we also provide native language-to-English glossaries and dictionaries to our ELL students to help them navigate the curriculum.

Our newcomer ELLs participate in our freestanding ESL program; they are placed in grade-appropriate groups and receive the mandated number of periods according to their English proficiency level. They are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting; we make every effort to assign Learning Leaders who have the same native language background to our newcomer ELLs to provide additional academic, social and emotional support. Our ELLs receiving 0-3 years of ESL services in grades kindergarten through 2 participate in various research-based programs that provide targeted small group literacy instruction for our struggling students. Our kindergarten ELLs often participate in a Wilson Foundations Program that provides additional small group reinforcement of phonics, phonemic awareness and other early literacy skills. Our first grade ELLs may participate in our Reading Recovery program as well as our small group Leveled Literacy Intervention program with two teachers with extensive training and expertise in Reading Recovery. Our second grade ELLs may participate in our small group Leveled Literacy Intervention program with an experienced AIS provider. We have also introduced the Reading Reform program in several kindergarten, first and second grade classrooms that include 26 ELLs at this point in time that provides specialized research-based literacy instruction. Our newcomer ELLs in Grades 3-5 who will be taking the NYS ELA may participate in our AIS programs as well as extended day session with their classroom or ESL teacher. Additionally, they are invited to participate in the Title III After-school Enrichment program that is staffed by certified ESL teachers; ELLs in grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams.. They are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Our newcomer ELLs in the upper grades are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting.

Our ELLs who are receiving services for four to six years participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. They may also attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. Our ELLs who have been receiving services for four to six years are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. They are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing skills and providing opportunities to practice for the state exams in a small group setting. Students may also be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting. Our ELL students are also provided with the allowable testing accommodations such as the use of glossaries, a third reading of the listening passage, and extra time for the NYS ELA, Math, and content area exams. We may also ask the School Assessment Team to provide additional expertise and guidance to assist our ELLs in their academic and social progress. In some instances, some ELLs with extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting; the goal is to provide the optimal learning environment that meets the needs of each individual student to assist them in achieving to their fullest potential..

Our special education ELLs in self-contained and collaborative team teaching classes participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods of instruction according to their proficiency level. Our special education ELLs receive all services and modifications indicated on their IEP, including speech therapy, occupational therapy, and specified testing accommodations. They may also have a bilingual paraprofessional assigned to them to further assist and support them in their academic work; students with a bilingual paraprofessional have been placed in a self-contained or CTT class until a

bilingual self-contained or CTT program becomes available. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. They are also invited to attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. ELLs in the upper grades are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. They are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting. Students may also be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

At the present time, we do not have any students who fit the Long-Term ELL category (students who have been receiving ESL services for 6 or more years). If that situation would change, the Long-Term ELL students would participate in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and receive the mandated number of minutes of ESL instruction. We would extend all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs. In addition, we would also ask the support personnel in our School Assessment Team to provide additional guidance and expertise to best determine how to help these particular students progress and achieve in our school setting. In some instances, some ELLs with extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting in order for the students to have an optimal setting to achieve to their highest potential.

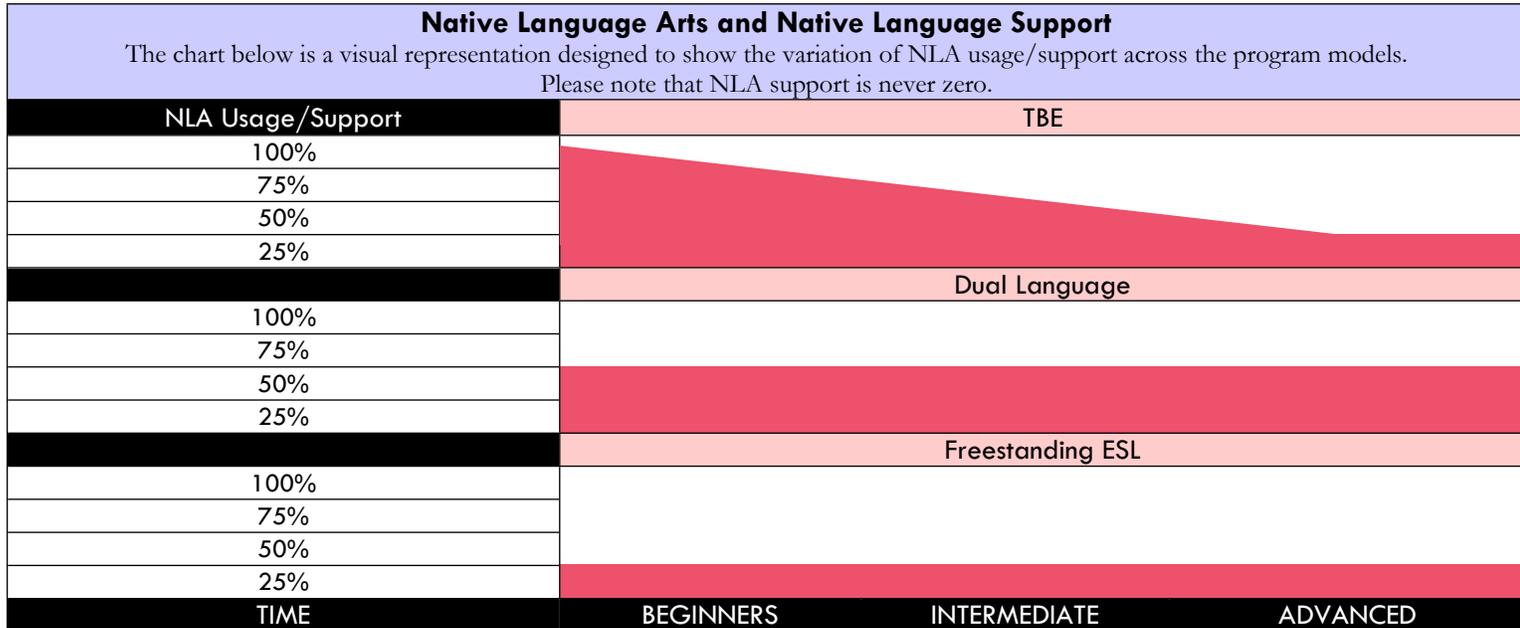
At the present time, we do not have any students who fit the Students with Interrupted Formal Education (SIFE) category. SIFE students are ELL students born in a country other than the USA who enter the English Language School System after grade two, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. If that situation would change, the SIFE student would participate in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and receive the mandated number of minutes of ESL instruction. We would make every effort to team up our SIFE students with a Learning Leader who shares the same native language background for additional academic and emotional support. We would extend all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs. We also would assign students to work with our Early Childhood AIS provider with the Wilson Foundations program to give our SIFE students the opportunity to develop a strong literacy foundation in basic phonics and phonemic awareness. In addition, we would also ask the support personnel in our School Assessment Team to provide additional guidance and expertise to best determine how to help these particular students progress and achieve in our school setting.

We also recognize that our ELLs who have attained proficiency on the NYSESLAT (former ELLs) often need additional transitional support to continue their academic progress and strengthen their literacy and content area knowledge base. Approximately 34% or 69 of our entitled ELLs who participated in our Freestanding ESL program in the 2009-2010 school year attained proficiency on the Spring 2010 NYSESLAT (9 Kindergarten students, 20 first grade students, 10 second grade students, 16 third grade students, 11 fourth grade students, and 3 fifth grade students). Our former ELLs who require additional support participate in a variety of programs that provide targeted small group instruction and/or research-based literacy development. Some of our former ELLs are placed in the Reading Reform classrooms for additional multisensory literacy support. Some of the students participate in our AIS programs in Grades 3-5, our Leveled Literacy Intervention programs in first and second grades, our first grade Reading Recovery program, as well as the extended day session with their classroom/AIS teachers for additional literacy, math, and content area support. As former ELLs, they are also invited to participate in our Title III ELL Academy for ELA/Math program held on several Saturday sessions in late winter/spring. During the NYS ELA/Math/content area exams, former ELLs receive the recommended ELL accommodations during NYS ELA/Math/content area exams such as extended time, use of glossaries, and the third reading of the ELA listening passage for two additional school years after attaining proficiency on the NYSESLAT as per NYS Department of Education regulations.

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

|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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?

As stated above, our newcomer ELLs (0-3 years of ELL services) participate in our freestanding ESL program. They are placed in grade-appropriate groups and receive the mandated number of periods according to their English proficiency level. They are often teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting; we make every effort to assign Learning Leaders who have the same native language background to our newcomer ELLs to provide additional academic, social and emotional support. The classroom teachers are also encouraged to implement the buddy system, where a native English speaker works each day on developing both social and academic language through fun activities. When possible, Newcomers work with a classmate who shares the same native language to translate directions and tasks.

Our ELLs receiving 0-3 years of ESL services in grades kindergarten through 2 participate in various research-based programs that provide targeted small group literacy instruction for our struggling students. Our kindergarten ELLs often participate in a Wilson Foundations Program with a trained teacher. When Foundations assessments reflect that students require additional support, they participate in the program for small group reinforcement of phonics, phonemic awareness and other early literacy skills. Our first grade ELLs may participate in our Reading Recovery program as well as our small group Leveled Literacy Intervention program staffed with two teachers with extensive training and expertise in Reading Recovery. Our second grade ELLs may participate in our small group Leveled Literacy Intervention program with an experienced AIS provider. We have also introduced the Reading Reform program in several kindergarten, first and second grade classrooms that include 26 ELLs at this point in time. The Reading Reform program provides research-based multisensory literacy instruction as well as extensive teacher training in the methodology.

Our newcomer ELLs in Grades 3-5 who will be taking the NYS ELA may participate in our AIS programs as well as the extended day session with their classroom or ESL teacher. Additionally, they are invited to participate in the Title III After-school Enrichment program that is staffed by certified ESL teachers; ELLs in grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy, math and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams.. They are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. Our newcomer ELLs in the upper grades are also invited to attend the Title III ELL Academy for ELA/Math in late winter/spring ; the academy focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting.

Our ELLs who are receiving services for four to six years participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. They may also attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams.

Our ELLs who have been receiving services for four to six years are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. They are also invited to attend the Title III ELL Academy for ELA/Math in late winter/spring; the goal of the program is to further develop literacy, math, and test-taking skills and to provide additional opportunities to practice for the state exams in a small group setting. Students may also be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

Our ELL students are also provided with the recommended testing accommodations such as the use of glossaries, a third reading of the listening passage, and extended time for the NYS ELA, Math, and content area exams. We may also ask the School Assessment Team to provide additional expertise and guidance to assist our ELLs in their academic and social progress. In some instances, some ELLs with

extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting; the goal is to provide the optimal learning environment that meets the needs of each individual student to help them achieve to their fullest potential..

Our special education ELLs in self-contained and collaborative team teaching classes participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods of instruction according to their proficiency level. Our special education ELLs receive all services and modifications indicated on their IEP, including speech therapy, occupational therapy, and specified testing accommodations. They may also have a bilingual paraprofessional assigned to them to further assist and support them in their academic work; students with a bilingual paraprofessional have been placed in a self-contained or CTT class until a bilingual self-contained or CTT program becomes available. They may also participate in small group instruction focused on developing their literacy, math and content area skills during the extended day session with their classroom teacher. They are also invited to attend the Title III After-school Enrichment program where ELLs from grades 3 through 5 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. ELLs in the upper grades are also invited to participate in our Title III Saturday ELL Academy later in the school year that focuses on developing listening, speaking, reading and writing skills to prepare for the upcoming NYSESLAT. They are also invited to attend the Title III ELL Academy for ELA/Math that focuses on developing reading and math skills and provides additional opportunities to practice for the state exams in a small group setting. Students may also be teamed up with a Learning Leader who provides additional tutoring and academic support in a 1:1 or small group setting.

At the present time, we do not have any students who fit the Long-Term ELL category (students who have been receiving ESL services for 6 or more years). If that situation would change, the Long-Term ELL students would participate in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and receive the mandated number of minutes of ESL instruction. We would extend all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs. In addition, we would also ask the support personnel in our School Assessment Team to provide additional guidance and expertise to best determine how to help these particular students progress and achieve in our school setting. In some instances, some ELLs with extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting in order for the students to have an optimal setting to achieve to their highest potential.

At the present time, we do not have any students who fit the Students with Interrupted Formal Education (SIFE) category. SIFE students are ELL students born in a country other than the USA who enter the English Language School System after grade two, have had two years less schooling than their peers in their native countries, and function at least two years below expected grade level in reading and mathematics. If that situation would change, the SIFE student would participate in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and receive the mandated number of minutes of ESL instruction. We would make every effort to team up our SIFE students with a Learning Leader who shares the same native language background for additional academic and emotional support. We would extend all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs. We also would assign students to work with our Early Childhood AIS provider with the Wilson Foundations program to give our SIFE students the opportunity to develop a strong literacy foundation in basic phonics and phonemic awareness. In addition, we would also ask the support personnel in our School Assessment Team to provide additional guidance and expertise to best determine how to help these particular students progress and achieve in our school setting.

Our former ELLs who require additional support participate in a variety of programs that provide targeted small group instruction and/or research-based literacy development. Approximately 34% or 69 of our entitled ELLs who participated in our Freestanding ESL program in the 2009-2010 school year attained proficiency on the Spring 2010 NYSESLAT (9 Kindergarten students, 20 first grade students, 10 second grade students, 16 third grade students, 11 fourth grade students, and 3 fifth grade students). Some of our former ELLs are placed in the Reading Reform classrooms for additional multisensory literacy support. Some of the students participate in our AIS programs in Grades 3-5, our Leveled Literacy Intervention programs in first and second grades, our first grade Reading Recovery program, as well as the extended day session with their classroom/AIS teachers for additional literacy, math, and content area support. As former ELLs, they are also invited to participate in our Title III ELL Academy for ELA/Math program held on several Saturday sessions in late winter/spring. During the NYS ELA/Math/content area exams, former ELLs receive the recommended ELL accommodations during NYS ELA/Math/content area exams such as extended time, use of glossaries, and the third reading of the ELA listening passage for two additional school years after attaining proficiency on the NYSESLAT as per NYS Department of Education regulations.

There is a wide range of native language literacy among our ELLs. In order to assess the level of literacy in our ELLs' native language, as well as their formal schooling, we review Part II of the Home Language Survey carefully and interview our parents and students during conferences. Although we currently do not have any SIFE students who fit the official criteria, many of our newcomer students in grades 2-5 lack grade-level language and literacy skills in their native language despite attending formal schools in their native countries. As ESL and classroom teachers, we provide extra support to meet the special needs of our newcomer students with limited or inadequate formal schooling. This includes familiarizing them with classroom routines, appropriate learning behaviors, and social interaction skills. We often team these students up with bilingual Learning Leaders to provide academic and social support to our newcomers. We also encourage

peers from the same native language background to team up with newcomers for additional language and emotional support. We have also added a section in our library with books in the predominant native languages. Additionally our parent coordinator has a portable library with books in various languages to encourage our ELL parents to actively participate in the education of their children by reading to them as well as researching issues that affect their children. We currently have 5 bilingual paraprofessionals assigned to ELL students in our CTT and self-contained special education programs to provide native language and academic support in the classroom throughout the day; they will often provide translation assistance for our newcomer students who may need native language support to understand the grade curriculum. In addition, we have a supply of native language glossaries and dictionaries for our ELLs available for use when needed to provide content area, language, and academic support.

Our current school goals are to improve reading comprehension skills thereby accelerating the progress of all our student subgroups including ELLs and to improve writing skills for all student subgroups with a focus on writing to a prompt in all content areas and vocabulary development. All of our teachers- classroom teachers, Literacy and Math AIS providers, content area teachers- at P.S. 102 strive to make content comprehensible to all of our students including our ELLs. We have stocked our classroom libraries with many leveled books in a variety of genres to ensure that students have the opportunity to read a variety of books at their reading level to support their learning across the content areas. We also have purchased the ELL component to our Treasures reading series for additional literacy support for our ELLs. We use many visuals from Rigby On Our Way to English programs (such as maps, models, charts, and photos), multimedia presentations (such as video clips from Discovery Education and the Award Reading program), graphic organizers (such as "I Wonder", venn diagrams, and KWL) to make content accessible to our ELL students. We also strive to build background knowledge by making content comprehensible through modeling, hands-on materials especially in science and math, visuals, gestures, and video clips as well as pre-teaching and emphasizing key vocabulary across the curriculum. We encourage the use of Smartboards so that teachers can provide additional visual support during lessons and presentations. We also provide native language-to-English glossaries and dictionaries to our ELL students as well as picture dictionaries (Oxford, Treasure Chest) to help them navigate the curriculum.

All of our English Language Learners are afforded equal access to all school programs. They are exposed to technology in the classroom, the computer lab, and other cluster programs through the use of desk-top and laptop computers, Smartboards, audio-listening centers, and overhead projectors. We incorporate the use of the Award reading program which uses animated technology and print in our primary grades and in our ESL classrooms. Our ELLs along with the rest of our student population participate in various enrichment programs related to the arts through various school partnerships as well as in our Music, Drama, and Fine Arts cluster programs. They participate in our extended day program for additional small group instruction in literacy, math, and content areas. They are invited to participate in various after-school clubs when available. Many of our ELLs participate in the P.S. 102 One World After School Program, operated by Heartshare Human Services of NY, where many of our students continue their learning day. As stated in earlier portions, our ELLs are invited to participate in various Title III programs that run after school and on Saturdays. When programs are available, our ELLs are invited to participate in summer school programs for additional enrichment. We do additional outreach to our ELL parents to ensure they understand the various offerings by providing translated notices and by making follow-up phone calls in the native language using bilingual paraprofessionals, teachers, and parents. Our parent coordinator makes every effort to reach out to all parents in our learning community to provide them with the information they need to ensure their children have access to all school programs as well as the tools they need to help their children succeed academically; whenever necessary, she provides access to interpreters and translators.

At this time, P.S. 102 has no plan to add new programs for our ELL students. However we are always striving to make improvements. We are in the process of researching high quality instructional materials for beginner level ELL students in the early childhood and upper grades to bolster language and academic support in the classroom. We are also researching and implementing various online interactive educational programs such as Award Reading, Uptown Education, and Samson's Classroom that provide reading, math, and content area skill reinforcement so that students can utilize these programs at school, at home or in the local library.

At the present time, P.S. 102 has no plan to discontinue any programs or services for ELLs. We will continue to monitor the success of all programs and services to ensure that they contribute to the progress of our ELL students.

### 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)?

Not Applicable

#### D. Professional Development and Support for School Staff

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

Our principal and assistant principals recognize that a large number of our students have historically been and continue to be English Language Learners in our Bay Ridge community and they have taken part in many professional development opportunities related to ELLs to ensure our ELLs continue to progress academically at P.S. 102. Our Principal, Mrs. Dovi, and our Early Childhood Assistant Principal, Mrs. Sichenze, participated in the Cahn Fellows Program at Teachers College Columbia University for a yearlong professional development which included a focus on instruction for diverse learners (including ELLs); one informative professional development they attended was entitled "ELLs: Moving Them Forward." . Our Early Childhood Assistant Principal, Mrs. Sichenze, has spent several years as a participant in NYC DOE ELL Leadership Institute where she attended monthly professional development meetings and trained ESL teachers and classroom teachers. The ESL and classroom teachers involved also participated in monthly professional development and turn-keyed a presentation on vocabulary development with the entire school staff. Mrs. Sichenze is also participating in Advanced Leadership Program for Assistant Principals sponsored by CSA Executive Leadership Institute. This is a year long professional development that focuses on improving instruction for all students including English Language Learners. Mrs. Fasanelle, our Assistant Principal for the grades 3-5, also participated in a two-year long professional development for assistant principals led by the CSA Executive Leadership Institute; the professional development included a focus on diverse learners including ELLs and issues impacting on ELL learners and other diverse learners. Our administrators plan to attend a professional development entitled "Addressing the Instructional Needs of English Language Learners" sponsored by the CSA Executive Leadership Institute. All of our administrators attend monthly professional development meeting led by our CFN network; a major focus is on meeting the instructional needs of all student groups including our special education, gifted, and ELL students

Academic language development is planned in conjunction with classroom teachers, reading and math coaches, Reading Recovery teachers, science and social studies clusters, technology teachers, as well as resource room teachers. We discuss appropriate instructional approaches for ELLs, different types of scaffolds for the different levels of English proficiency as well as content area competencies. The ESL teachers articulate with the classroom, special education, and content area cluster teachers to incorporate the content area curriculum in the ESL classroom instructional planning. In addition to teaching the ELL population, the ESL teachers at PS 102 provide staff development and support for classroom teachers, special education teachers, occupational/physical therapists, and paraprofessionals on ESL strategies and methodology. The primary goal is to develop the ELLs' background knowledge and to provide scaffolds for ELLs as they develop the academic language proficiency they need to progress toward meeting state learning standards while also supporting our teaching staff's ability to assist ELLs as they move through the proficiency levels. Another important goal is to provide all staff members an understanding of the second language acquisition process, the various factors that impact on the process, and the stages an ELL student may go through as they learn English.

This collaboration takes place during professional development, grade conferences and informal meetings. During our professional development, workshops are provided to expose teachers and paraprofessionals to new techniques and strategies to strengthen the language, content area, and literacy skills of our ELLs. Our current school-wide goals are improving reading comprehension skills thereby accelerating the progress of all student subgroups including ELLs and improving writing skills with a focus on writing to a prompt in all content areas and a focus on vocabulary development. In the previous school year, our school-wide goal was on developing and implementing differentiated instruction in the classroom. In the past, we have focused on intense vocabulary development for our ELLs of varying proficiency levels. Reading specialists and ESL teachers also provide workshops to colleagues and parents that target the needs of ELLs. Our grade conferences typically focus on the needs of our ELL and Former ELL students because of the number of students and the level of need.

Staff developers and educational consultants are invited to our school to provide training in innovative and effective instructional techniques for ELLs and at-risk students. In the 2009-2010 school year, P.S. 102 implemented the Reading Reform program in two classrooms (a first and a second grade classroom) in our school. The two classroom teachers were intensively trained in the Reading Reform

methodology and our at-risk students have shown steady progress during the course of the year. We plan to expand the Reading Reform program to a kindergarten classroom as well as add another first grade classroom. Recently a consultant from Jacquilia Educational Consultants conducted professional development activities centered on differentiation of instruction for ELLs and other diverse learners and modeled techniques in our second and third grade classrooms. Several classroom teachers have also participated in the America's Choice Writing Aviation Training program that focuses on improving the writing skills of our ELL and at-risk students. Teachers who are interested in learning new techniques are also encouraged to attend workshops outside of our school, such as those offered at Bank Street College, the Office of English Language Learners, and the ELL Leadership Institute. Traditionally, workshop fees are paid for by our school. Classroom, special education, and ESL teachers who have participated in professional development workshops geared to the needs of our ELL population have also conducted turnkey staff development during staff and grade conferences that include special education teachers, AIS providers, related service providers (such as speech teachers and OT/PT providers) and paraprofessionals to highlight the strategies and tools they have acquired in their training.

Our bilingual school psychologist has attended various workshops focused on issues related to ELLs. She attended a workshop in July 2010 at Fordham University entitled "Understanding and Addressing the Needs of ELLs: The Use of Response to Intervention for Planning Instruction and Intervention with ELLs." She is also attending the Diversity Series sponsored by the Bilingual School Psychology Support Center and BETAC which included a workshop on November 2, 2010 entitled "Distinguishing Language Acquisition from Learning Disabilities." She also attended a workshop on December 17, 2010 entitled "Beyond Assessment: Data-Driven Instruction for ELLs." She has shared vital information with other members of the School Assessment Team as well as the ESL teachers.

Our guidance counselor also attended professional development pertaining to the "Respect for All" anti-bullying initiative. The training touched on several issues affecting our ELL students including the need for multicultural awareness and sensitivity.

Our speech teachers have also attended network-wide professional development where bilingual language development and second language acquisition are common topics because of the number of ELLs in NYC schools. There will be a presentation on bilingual speech acquisition in the upcoming months. One of our speech teachers recently attended a course in Multicultural Speech and Language Assessment. Our colleagues will typically share or turnkey important information with other staff members.

As outlined above, our classroom teachers, ESL teachers, AIS/ related service providers, and paraprofessionals attend staff development conferences, grade conferences, and other professional development opportunities in and outside of our school building to ensure that they will be able to assist our ELLs as they transition from one level to another and to ensure that a minimum of 7.5 hours of ELL training has been met for our teaching staff members who are not licensed ESL/bilingual teachers. A professional development schedule is maintained by our administration and our staff is required to sign in at all conferences to verify attendance.

In addition, our secretaries have attended professional development workshops provided by the NYC Department of Education that focus on working with parents of ELLs during the initial registration process, accessing pertinent information about ELLs through ATS reports, and the proper procedures involved in the completion of the Home Language Identification Survey. They work closely with the licensed ESL teaching staff during the start of the school year to keep track of new admits, transfers, and discharges and provide necessary support in distributing bilingual information, obtaining interpreters for parents who cannot speak English, and contacting parents when needed.

Our parent coordinator has attended various workshops offered by the Office of Family Engagement and Advocacy through her tenure to learn new ways to increase parent involvement in our school and to engage them in their child's education. She also attends our monthly staff conference and professional development sessions.

## 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?

Our parent coordinator is a valuable member of our school community. She maintains a list of ESL resources, volunteer translators, tutors and the parent information board & table. She also coordinates the P.S. 102 Parent Library that includes many bilingual books, coordinates parent workshops, works with the PTA and school staff on monthly school spirit events, and collaborates on special events like the annual Beach Clean-Up, TV Turnoff Week, Garden Club, Family Math Nights, Movie Nights, Ice Skating Nights, and ECOFEST. In addition, our parent coordinator addresses parent questions and concerns on a daily basis.

The ESL staff collaborates with the parent coordinator to organize parent workshops that focus on ways parents can reinforce language acquisition and academic development for our ELLs as well as ensure their active participation in the classroom. With the assistance of our parent coordinator, the ESL department provides ESL materials appropriate for adults to inquiring parents. Our parent coordinator distributes translated information about adult ESL programs and other community resources. She provides interpreters and translators when needed for parent teacher conferences, PTA meetings, and other events.

Our parent coordinator also coordinates the Learning Leaders program which provides tutoring for our students, including our ELLs,

who need further academic support. The Learning Leaders program trains many ELL and bilingual parents to work with our students and has become a great vehicle to actively involve parents in the learning process and in our school.

In addition to our successful partnership with the Learning Leaders organization, our school maintains a partnership with Heartshare Human Services of NY. Heartshare runs the PS 102 One World After School Program where many of our ELL students continue their learning day. We also have a partnership with the Arab American Association of New York. The organization provides adult ESL classes, family literacy programs, and other social services to our ELL parents upon referral. The Brooklyn Public Library has also partnered with our school for various events.

Because we strongly feel that parental involvement has a major impact on student performance and achievement, our school evaluates the needs of our parents in different ways. The school administration reviews the parental responses to the annual Learning Environment Survey and addresses any specific needs. Our parent coordinator also conducts periodic surveys to find out if parents want informative workshops on certain topics or if they have any specific concerns related to the school. She also conducts a parent survey to find out what language the parents prefer for written information. Attendance at parent meetings and schools events is monitored to check for any trends. We also try to get feedback from classroom teachers, guidance counselors, school secretaries and other staff members regarding parental concerns to troubleshoot any problems or find ways to enhance communication between the school and home settings.

The PS 102 staff works as a team to create an environment in which students and parents from all backgrounds feel valued and welcomed. Our staff is dedicated and determined to meet the individual needs of all of our diverse students with the hope that they will achieve their full academic potential in the classroom and become productive members in our community.

## 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)   | 16 | 5 | 6 | 1  | 8 | 3  |   |   |   |   |    |    |    | 39    |
| Intermediate(I)   | 25 | 5 | 9 | 6  | 3 | 10 |   |   |   |   |    |    |    | 58    |
| Advanced (A)  | 3  | 6 | 1 | 11 | 9 | 9  |   |   |   |   |    |    |    | 39    |

|       |    |    |    |    |    |    |   |   |   |   |   |   |   |     |
|-------|----|----|----|----|----|----|---|---|---|---|---|---|---|-----|
| Total | 44 | 16 | 16 | 18 | 20 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
|-------|----|----|----|----|----|----|---|---|---|---|---|---|---|-----|

| NYSESLAT Modality Analysis |                   |    |    |    |    |    |    |   |   |   |   |    |    |    |
|----------------------------|-------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/<br>SPEAKING     | B                 | 1  | 1  | 2  | 1  | 3  | 0  |   |   |   |   |    |    |    |
|                            | I                 | 3  | 2  | 5  | 0  | 4  | 3  |   |   |   |   |    |    |    |
|                            | A                 | 17 | 8  | 5  | 3  | 0  | 6  |   |   |   |   |    |    |    |
|                            | P                 | 31 | 25 | 14 | 30 | 24 | 16 |   |   |   |   |    |    |    |
| READING/<br>WRITING        | B                 | 15 | 5  | 6  | 1  | 8  | 3  |   |   |   |   |    |    |    |
|                            | I                 | 25 | 4  | 9  | 6  | 3  | 10 |   |   |   |   |    |    |    |
|                            | A                 | 3  | 5  | 1  | 11 | 9  | 9  |   |   |   |   |    |    |    |
|                            | P                 | 9  | 22 | 10 | 16 | 11 | 3  |   |   |   |   |    |    |    |

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      | 4       | 17      | 10      |         | 31    |
| 4                      | 4       | 14      | 5       |         | 23    |
| 5                      | 13      | 7       | 0       |         | 20    |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         |         |         | 0     |

| NYS Math               |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      | 2       |    | 13      |    | 14      |    | 4       |    | 33    |
| 4                      | 4       |    | 14      |    | 10      |    | 3       |    | 31    |
| 5                      | 3       |    | 13      |    | 8       |    | 1       |    | 25    |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Science |         |    |         |    |         |    |         |    |       |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
|             | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|             | English | NL | English | NL | English | NL | English | NL |       |
| 4           | 6       |    | 2       |    | 11      |    | 11      |    | 30    |
| 8           |         |    |         |    |         |    |         |    | 0     |

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

| NYS Social Studies     |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 5                      | 11      |    | 4       |    | 10      |    |         |    | 25    |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

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

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

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

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

Our school implemented a new web-based diagnostic tool called D.O.R.A. across the grades in the 2009-2010 school year. Diagnostic Online Reading Assessment (D.O.R.A.) assesses student reading ability based on core predictors of reading success and directs differentiated instruction by prescribing specific instructional recommendations based on the individual student's performance. We use this assessment information to effectively guide instruction for all our students to meet their individual needs. In addition, our classroom teachers use running records, conference notes, Wilson Foundations assessments in addition to the Fountas and Pinnell guided reading level assessment to assess the early literacy skills of our ELLs as well as monitor their progress toward grade-level standards. In grades 3-5, classroom teachers use additional assessment tools such as the ELA Predictives, the Comprehensive Assessment of Reading Strategies Program, and the Treasures Unit Assessments to accurately diagnose individual student needs in reading and measure progress during the course of the school year. In addition, Everyday Math assessments in grades K-5 and Instructionally Targeted Assessments in Grades 3-5 are used to assess the math skills and instructional needs of individual students as well as measure their progress during the school year.

The information gathered from the various assessment tools in use now as well as in the past (ECLAS-2) revealed a need for strengthening phonemic awareness, phonics skills, as well as decoding skills among all our students in the primary grades but especially our ELLs. We adopted the use of Wilson Foundations in K-2 in Fall 2007 as a cornerstone of our phonics program. We saw a marked increase in the percentage of kindergartners achieving mastery in the ECLAS-2 in the area of alphabet recognition, alphabet writing, spelling, and sight word reading. We also introduced the Reading Reform program (teaching reading, writing, and spelling through a multisensory approach) to several classrooms- a first and a second grade class in Fall 2009, an additional kindergarten and first grade class in Fall 2010- to provide students, including many ELLs, another successful method of mastering foundational reading and writing skills.

In May and June of each school year, the ESL teachers begin surveying the number of potential ELLs in the incoming kindergarten class. As per the NYS and NYC DOE testing regulations, the incoming kindergarten class cannot be tested with the LAB-R until they enter kindergarten in September. In Fall 2010, we administered the LAB-R to approximately 75 students in kindergarten and 15 students in grades 1-5 after reviewing their HLIS forms and conducting interviews during the registration process. In kindergarten 45 students scored below the proficient cut score with 22 scoring in the Beginner/Intermediate range, 23 scoring in the Advanced range, and 30 students scoring in the Proficient range. In grades 1-5, 13 of the 15 students tested with the LAB-R were entitled to receive ELL services with the majority falling in the Beginner/Intermediate range. We typically have new admits entering throughout the school year especially during January and February. When reviewing the LAB-R data, we continue to see a large concentration of ELLs in the primary grades and a small but steady influx of newcomers/eginner level ELLs in the upper grades. We are in the process of researching additional high quality instructional materials to support our beginner ELLs throughout the grades in the regular and ESL classroom settings.

Approximately 34% or 69 of our entitled ELLs who participated in our Freestanding ESL program in the 2009-2010 school year attained proficiency on the Spring 2010 NYSESLAT (9 Kindergarten students, 20 first grade students, 10 second grade students, 16 third grade students, 11 fourth grade students, and 3 fifth grade students). This represents a five percent increase from the previous year in the number of ELLs attaining proficiency on the NYSESLAT.

According to results posted on ATS, 53 kindergarten students were administered the Spring 2010 NYSESLAT for the first time-16 scored on the beginner level, 25 scored on the intermediate level, 3 scored on the advanced level, and 9 scored on the proficient level. Approximately 58% of our kindergarten ELLs scored on the proficient level, 32% scored on the advanced level, 6% scored on the

the intermediate level, and 28% scored on the beginner level in the reading/writing modalities.

36 first grade ELLs were administered the Spring 2010 NYSESLAT- 5 first grade ELLs scored on the beginner level, 5 scored on the intermediate level, 6 scored on the advanced level, and 20 scored on the proficient level. Approximately 69% of our first grade ELLs scored on the proficient level, 22% scored on the advanced level, 6% scored on the intermediate level, and 3% scored on the beginner level in the listening/speaking modalities. Approximately 61% of our first grade students scored on the proficient level, 14% of our kindergarten ELLs scored on the advanced level, 11% of our kindergarten ELLs scored on the intermediate level, and 14% scored on the beginner level in the reading/writing modalities.

Based on these results, the students in kindergarten and first grade demonstrated strong growth in their listening and speaking skills. Our kindergarten students still need to make improvement in their emerging reading and writing skills but fared better as a group on the NYSESLAT compared to previous years. Our first grade students in particular demonstrated great growth in reading and writing skills. As ESL teachers working with students in kindergarten and first grade, we will continue to focus on engaging our students in meaningful listening and speaking activities including activities that are modeled after the NYSESLAT format to familiarize our early childhood ELLs with the test format. We will continue to focus on providing meaningful reading and writing experiences geared to the needs of our students; we will also focus on developing greater phonemic awareness and vocabulary across the curriculum. In addition, we will provide students in Grades K and 1 with scaffolded opportunities to practice reading comprehension and writing skills modeled after the NYSESLAT to give them an opportunity to become accustomed to the test format.

With respect to our 26 second grade students who were administered the Spring 2010 NYSESLAT, 10 students scored on the proficient level, 1 on the advanced level, 9 on the intermediate level, and 6 on the beginner level on the overall assessment. In terms of the listening/speaking modalities on the Spring 2010 NYSESLAT, approximately 54% of our second graders scored on the proficient level, 19% scored on the advanced level, 19% scored on the intermediate level and 8% scored on the beginner level. In the reading/writing modalities, 38% of our second graders scored on the proficient level, 4% scored on the advanced level, 35% scored on the intermediate level, and 23% scored on the beginner level.

For many of our second graders, this was the first time they took a standardized test with sophisticated reading and writing tasks. The Level 2 NYSESLAT is quite different from the Level 1 NYSESLAT; it is significantly more challenging academically in comparison to the Level 1 NYSESLAT. This group demonstrated significant growth in their listening and speaking skills with 54% scoring on the proficient level and 19% scoring on the advanced level in the listening/speaking modalities. A number of our second grade ELLs were newcomers who needed additional support in developing their listening and speaking skills. Several of them were teamed up with Learning Leaders. We also plan on engaging our students in listening and speaking activities modeled after the NYSESLAT test items to familiarize students with the Level 2 test format. We will continue to focus on developing their reading and writing skills by providing scaffolds and by differentiating instruction in our content-rich thematic units. We are using the ESL component to the Treasures reading series used in their classrooms to provide additional reinforcement in the literacy skills they are working on. In addition, we will continue to provide opportunities for literacy development in the various reading and writing genres as well as opportunities to practice test-taking skills.

34 third grade ELLs were tested during this last NYSESLAT administration. On the overall NYSESLAT, 16 students scored on the proficient level, 11 scored on the advanced level, 6 scored on the intermediate level, and 1 scored on the beginner level. In comparison to the Spring 2009 NYSESLAT results, 16 third grade ELLs attained proficiency and are no longer eligible for ELL services, 8 students leveled up to a higher proficiency level, 4 students remained on the advanced level, 2 remained on the intermediate level, and 2 leveled down to a lower proficiency level.

In terms of the listening/speaking modalities, approximately 88% of the third grade students scored on the proficient level, 9% scored on the advanced level, and 3% scored on the beginner level. In the reading/writing modalities, 47% scored on the proficient level, 32% scored on the advanced level, 18% scored on the intermediate level, and 3% scored on the beginner level. The overwhelming majority of the third grade ELL students demonstrated growth and mastery of listening and speaking skills. The majority of the students are showing progress in attaining grade-level reading and writing skills as measured by the NYSESLAT but only 32% attained a proficiency level of 3 on the Spring 2010 ELA while another 55% scored on Level 2 on the Spring 2010 ELA. We plan to develop their reading and writing skills by providing scaffolds and differentiating instruction in our content-rich thematic units. We will continue to use the ESL component of the Treasures reading series and provide AIS support to our third grade ELLs who will be taking the ELA this spring. We will continue to provide opportunities for literacy development in the various reading and writing genres and opportunities to practice test-taking skills through the use of the Treasure Chest program. In addition, the ELL periodic assessments will provide opportunities to familiarize the students with the NYSESLAT format and give feedback that will help guide and differentiate their instruction in the ESL classroom. There will be an increasing emphasis on reading and writing activities during their ESL periods as we prepare the students to take various standardized tests that begin in the third grade. Despite the emphasis on reading and writing literacy, we will also engage our students in listening and speaking activities that are modeled after the NYSESLAT test items to familiarize students with the Level 2 test format and that are designed to promote stronger communication skills. We will also provide additional support through our AIS program, extended day session, and Title III after-school and Saturday programs.

With respect to our 31 fourth grade ELLs in the 2009-2010 school year, 11 students scored on the proficient level on the Spring 2010 NYSESLAT and are no longer entitled to ELL services, 9 scored on the advanced level, 3 scored on the intermediate level, and 8 scored

on the beginner level. Six of these students took the NYSESLAT for the first time because they were newly arrived to the English Language School System. In comparison to their Spring 2009 NYSESLAT scores, 11 students scored on the proficient level, 5 leveled up to a higher proficiency level, 6 remained on the advanced level, 1 remained on the intermediate level, and 2 remained on the beginner level..

In terms of the listening/speaking modality, approximately 77% of the fourth grade ELLs scored on the proficient level, 13% scored on the intermediate level, and 10% scored on the beginner level. Based on the above results, our fourth grade students demonstrated growing mastery of the listening and speaking skills with over 77% attaining proficiency in that modality. However, 35% of the students attained proficiency on the reading/writing modalities on the NYSESLAT while 22% of the fourth grade ELLs taking the Spring 2010 ELA scored on Level 3. Approximately 73% of our fourth grade ELLs scored on Level 3 and 4 on the Spring 2010 NYS Science Test while 7% scored on Level 2 and 20% scored on Level 1. Some of the elements of the science curriculum that make science concepts and vocabulary more accessible to our ELLs are the hands-on experiments, diagrams, illustrations, and demonstrations of science concepts. In order to help our upper-grade students meet grade-level standards, we will continue to provide opportunities for literacy development in the various reading and writing genres as well as opportunities to practice test-taking skills through the use of the Treasure Chest and On Our Way To English programs. We will provide scaffolds in our content-rich thematic units and differentiate instruction to meet the needs of our upper grade ELLs. In addition, the ELL periodic assessments will provide opportunities to familiarize the students with the NYSESLAT format and give feedback that will help guide and differentiate their instruction in the ESL classroom. As in the third grade, there will be an increasing emphasis on reading and writing activities during their ESL periods as we prepare the students to take various standardized tests such as the ELA, Math, Science and Social Studies and eventually meet grade-level standards in all subject areas. Despite the emphasis on literacy, we will also engage our students in listening and speaking activities that are modeled after the NYSESLAT test items to familiarize students with the Level 2 test format as well as encourage growth in their communication skills. We will also provide additional support through our AIS program, extended day session, and Title III after-school and Saturday programs.

25 fifth grade students were tested during the Spring 2010 NYSESLAT administration. Three of our fifth grade students scored on the proficient level and are no longer entitled to ELL services, 9 scored on the advanced level, 10 scored on the intermediate level, and 3 scored on the beginner level. In terms of the listening/speaking modalities, 64% students scored on the proficient level, 24% scored on the advanced level, and 12% scored on the intermediate level. In the reading/writing modalities, 12% of our fifth grade ELL students scored on the proficient level, 36% scored on the advanced level, 40% scored on the intermediate level, and 12% scored on the beginner level. In comparison with the Spring 2009 NYSESLAT results, 3 students attained proficiency and are no longer entitled to ELL services, 7 students leveled up to a higher proficiency level, 6 students remained on the advanced level, 3 students remained on the intermediate level, 2 student remained on the beginner level, and 1 student leveled down to a lower proficiency level.

Although our fifth grade students from the 2009-2010 school year have moved on to middle school, we recognize that the Level 3 test of the NYSESLAT is far more academically challenging in terms of the reading passages on the reading subtest and the writing tasks on the writing subtest. In addition, our fifth grade ELLs did not perform on grade-level expectations on the Spring 2010 ELA with 35% scoring on Level 2 and 65% on Level 1. Approximately 40% of our fifth grade ELLs scored on Level 3 on the Fall 2009 NYS Social Studies Test; approximately 16% scored on Level 2 and 44% scored on Level 1. In general, the fifth grade Social Studies test is a difficult test for our ELLs because of the demanding literacy and content-area skills as well as the early timing of the test. Many of our newly arrived ELLs have a difficult time because the Social Studies test occurs in the early months of the school year.

For the fifth grade, our ESL curriculum will continue to concentrate on developing literacy skills with a focus on the content areas in order to prepare our students for middle school. We will continue to provide opportunities for literacy development in various reading and writing genres as well as opportunities to practice test-taking skills through the use of the Treasure Chest and On Our Way To English programs. We will also provide additional support through our AIS program, extended day session, and Title III after-school and Saturday programs. In addition, the ELL periodic assessments provide opportunities to familiarize the students with the NYSESLAT format and give feedback that will help guide and differentiate their instruction in the ESL classroom. Although the overwhelming majority of the fifth grade ELLs scored on the proficient and advanced level in the listening and speaking modalities, we will integrate listening and speaking activities in our ESL classroom to encourage the use of content area vocabulary and to promote higher order communication skills for our new fifth grade group.

Due to our concerns about our ELL student performance on the NYS ELA/Math/Content Area exams as well as the implementation of National Common Core Standards, a team comprised of our school leaders, our literacy coaches, and our ESL teachers will be visiting other NYC DOE schools to observe their ELL programs and learn ways to implement an effective push-in program in order to bolster the foundational literacy skills of our ELLs and accelerate their progress toward achieving grade-level standards.

### **Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

## Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

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 <u>Assistant Principal</u> |  |  |
|  | Other                            |  |  |
|  | Other                            |  |  |
|  | Other                            |  |  |

**School DBN:** 20K102

*All Title I SWP 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:  | \$777,874     | \$319,034    | \$1,096,908 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | \$7,779       | \$3,190      | \$10,969    |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$38,894      | *            |             |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | \$77,787      | *            |             |

- 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.

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

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **P.S. 102 Parental Involvement Policy**

## **I. General Expectations**

P.S. 102 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P. S. 102 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan under Section 1112-Local Educational Agency Plans of ESEA.
  - Publicize and encourage attendance at District CEC meetings and District or Office of Family Engagement sponsored workshops.
  - Encourage parents to apply for CEC seats when available.

2. P. S. 102 will take the following actions to involve parents in the process of school review and improvement under section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - Notify parents of school report card, standardized test results and other measures of school success and Encourage them to become involved in the PTA Title I Committee and SLT.
  
3. P. S. 102 will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies under the following other programs by:
  - Encouraging enrollment and attendance of our future students in area pre-K programs.
  - Provide information and registration material for area pre-K programs
  - Working closely with on-site HeartShare After School Program
  - Encourage families to sign up for BPL programs such as RIF and Summer Reading
  
4. P. S. 102 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 the of its Title I, Part A program. The evaluations will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  
5. P. S. 102 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among P.S. 102, parents and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - the State's academic content standards
    - the State's student academic achievement standards
    - the State and local academic assessments including alternate assessments
    - the requirements of Title I, Part A
    - how to monitor their child's progress and
    - how to work with educators:

Assistance described above will be accomplished through workshops led by P.S. 102 staff, and providing information and encouragement and when able, transportation to workshops and seminars held outside the school, such as Learning Leaders, UFT, District Office. The school will also provide one-one assistance at conferences and by maintaining an open-door policy and reasonable access to teachers and other staff to discuss individual child's needs. Parent Coordinator maintains lending library of parenting materials and materials to assist children academically at home. Brochures on Academic standards, State, City and Regional expectations are distributed at each grade level..

b. P. S. 102 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, to foster parental involvement by:

- K-2 reading workshops
- Grade 3-5 Test Prep/Curriculum workshops in Everyday Math and ELA
- Learning Leaders school volunteer program
- Internet and Microsoft Word workshops
- Referrals to other adult education providers in community
- Referrals to other parenting workshops in community, regional office
- Parent lending library and parenting newsletter and info on our school web site

c. The school will, with the assistance of the district and 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:

- Professional Development Articles and Workshops on Parent Involvement
- Learning Leaders Program
- Parent Coordinator provides list of Volunteer Parent Translators
- Close collaboration of teachers and PTA on activities such as TV Turnoff Week, Monthly spirit activities, contests, etc.
- Central and Regional PD for teachers, principal, AP's and Parent Coordinator

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Early Childhood Education programs such as Head Start that support parents in more fully participating in the education of their children.
- Heartshare After School Program
  - Brooklyn Public Library-RIF and Summer Reading Program
  - ESL Resource List
  - Provide Pre-K Registration and Referrals to CBO and PS Pre-K programs
- 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand:
- Translated material on parenting and Citywide /Regional notices are sought out and made available in four languages at the Parent Information Table
  - Invitations, notices, etc. are translated in as many languages as possible when time allows
  - List of Volunteer translators and interpreters is maintained and distributed to staff.
  - School website is instantly translatable on all of our parent languages.

### **III. Discretionary School Parental Involvement Policy Components N/A**

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA/PTA Agenda and sign-in sheet attached. This policy was adopted by the **P.S. 102** on \_\_mm/dd/yy **6/3/11** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/30/11**.

#### **Part B: School-Parent Compact**

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

## **P.S. 102 School-Parent Compact:**

P.S.102, 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 - 2011.

## **Required School-Parent Compact Provisions**

### **School Responsibilities**

#### **P.S. 102 agrees:**

- 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.
- Hold parent-teacher conferences bi-annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

#### **As a Parent, I agree to:**

- Support my child's learning by making education a priority in our home by:
- Making sure that my child is on time and prepared for school every day.

- Talking with my child about his/her school activities every day.
  - Scheduling daily homework time and providing a place conducive for study.
  - Making sure homework is completed every day.
  - Monitoring the amount of television my children watch.
- 
- Volunteer, as able, in my child's classroom or school-wide activities.
  - Participate, as appropriate, in decisions relating to my child's education.
  - Promote positive use of my child's extracurricular time.
  - Stay informed about my child's education by promptly reading all notices from the school. received by my child and responding as appropriate.
  - Read together every day with my child.
  - Communicate positive values and character traits such as respect for others, hard work and responsibility
  - Be aware of and follow the rules and regulations and discipline policy of the school
  - Express high expectations and offer praise and encouragement of achievement.

### **Optional Additional Provisions**

#### **As a Student, I agree to:**

- Come to school ready to do my best;
- Come to school with all the necessary tools for learning-pens, pencils, books, etc.;
- Listen and follow directions;
- Be honest and respect the rights of others;
- Follow the school and class rules;
- Ask for help when I don't understand;
- Do my homework every day and ask for help when I need it;
- Study for tests and assignments;
- Read at least 30 minutes every day outside of class, read with my parents;
- Get enough sleep every night;
- Use the library to get information and find books that I enjoy;
- Give my parents all notices and information I receive at school each day.

**SIGNATURES:**

|               |                  |                |
|---------------|------------------|----------------|
| _____         | _____            | _____          |
| <b>SCHOOL</b> | <b>PARENT(S)</b> | <b>STUDENT</b> |
| _____         | _____            | _____          |
| <b>DATE</b>   | <b>DATE</b>      | <b>DATE</b>    |

**(Please note that signatures are not required)**

## 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.
  
2. **Schoolwide reform strategies that:**
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

SWP reform strategies will provide opportunities for all children (gifted, special ed, and ELL) to the state's academic achievement levels.

These programs will increase the amount of learning time for all students using scientifically based programs like Great Leaps, Soar to Success, and Moving with Math. These programs will be used after school, on Saturdays and in the summer. A Delta program will be provided on every grade for gifted students. There will also be a CTT class on every grade for special needs students. At risk students will be provided with counseling, SIS, speech, OP/PT and monitored by the PPT.

- 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 as the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

### **3. Instruction by highly qualified staff.**

A 90-minute literacy block following the workshop model, emphasizing the teaching of reading, writing, and word study. Core subjects such as Mathematics, Science and Social Studies are taught within specific state mandated guidelines. Many of the core subjects follow the workshop model and are integrated into the literacy block.

### **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.**

To enable all children in the Schoolwide Program to meet the State's student academic standards. High-quality and ongoing professional development, aligned with the State and City standards (see guide: Provide professional development where best teaching practices will be studied) Provide inter-visitation opportunities for faculty to visit other schools where best practices are evident. Train teachers with most up to date techniques for teaching English as a Second Language. Assessment Binders, city and state assessments for student achievement and past and present Annual School Report Cards will be utilized to plan effectively to allow student to meet the standards.

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

Create smaller learning communities through reduced class size and cooperative learning. Continue to have grade level teams where planning occurs as well as activities to support plans. Other various instructional materials to accommodate our school created curriculum maps. Continue to mentor student teachers for future employment.

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

Parental Involvement will continue to increase through the continuation of the Learning Leaders Program. ESL Literacy will be provided for parents by the Parent Coordinator. Parent workshops will be provided each month on various topics.

**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.**

Head Start, Even Start, Early Reading First, or a State-run pre-school program, to local elementary school programs. Maintain contact with community based organizations. The school will sponsor an Open House in June for all incoming kindergarten students and parents who are coming from Pre-K programs. Parents of incoming students will have an opportunity to tour the school about the programs offered.

**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. In order to provide information on, and to improve, the achievement of individual students and the overall instruction program:**

1. Weekly consultations at PPC meetings
2. Ongoing review of Student Portfolio and Assessment Binders
3. Parent Teacher Conferences
4. Periodic reviews of student work using a rubric
5. Periodic review of ECLAS, Princeton Review Test, Every Day Math results, and classroom assessments.

- 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.**

Students are provided with effective, timely additional assistance. Based on review of assessment portfolios and binders, students who experience academic difficulty will be provided with AIS services and will be monitored for progress on a monthly basis.

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

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. Federal/State/Local programs that prevent violence like CAPP and Nutrition programs like the school breakfast program will be integrated into the school program. The CBO Heartshare Program will continue to operate after school to support Latchkey students.

## **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<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>"Conceptually" <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY'11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |            |
|-------------------------|--|---|----|-----|--|---|------------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s)  |
| Title I, Part A (Basic) | Federal  | ✓   |    |     | \$653,414  | ✓   | 19         |
| Title I, Part A (ARRA)  | Federal  | ✓   |    |     | \$315,844  | ✓   | 22         |
| Title II, Part A        | Federal  | ✓   |    |     | \$55,375   | ✓   | 6          |
| Title III, Part A       | Federal  | ✓   |    |     | \$30,960   | ✓   | 18, 23     |
| Title IV                | Federal  |   |    | ✓   | 0  | N.A.  | N.A.       |
| IDEA                    | Federal  | ✓   |    |     | \$164,573  | ✓   | 8          |
| Tax Levy                | Local  | ✓   |    |     | \$6,495,650  | ✓   | 15, 16, 17 |

<sup>1</sup> **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.

<sup>1</sup> **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.

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- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

**IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.