



**JACQUES CARTIER SCHOOL
PUBLIC SCHOOL 102**

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

**SCHOOL: (DISTRICT 4/ MANHATTAN/04M102)
ADDRESS: 315 EAST 113TH STREET
TELEPHONE: 1-212-860-5834
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M102 SCHOOL NAME: Jacques Cartier School; P.S. 102

SCHOOL ADDRESS: 315 East 113th Street; N.Y., N.Y. 10029

SCHOOL TELEPHONE: 1-212-860-5834 FAX: 1-212-860-6076

SCHOOL CONTACT PERSON: Sandra Gittens, Principal EMAIL ADDRESS: sgitten@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Dawn Pimentel</u>
PRINCIPAL:	<u>Sandra Gittens</u>
UFT CHAPTER LEADER:	<u>Lisa Ortiz</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Yeanly Rodriguez</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 CHILDREN FIRST NETWORK (CFN): #607

NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Luz Cortazzo

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
Sandra Gittens	*Principal or Designee	<i>Sandra Gittens</i>
Pernell Jones	*UFT Chapter Chairperson or Designee	<i>Pernell Jones</i>
Yeanly Rodriguez	*PA/PTA President or Designated Co-President	<i>Yeanly Rodriguez</i>
Maria Santana	Title I Parent Representative <i>(suggested, for Title I schools)</i>	<i>Maria Santana</i>
Irene Garcia	DC 37 Representative, if applicable	<i>Irene Garcia</i>
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	N/A
N/A	CBO Representative, if applicable	N/A
Dawn Pimentel	Member/SLT Chairperson	<i>Dawn Pimentel</i>
	Member/	

(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.

Mission of P.S. 102

The mission of P.S. 102 is to create a school community with an atmosphere that is safe, nurturing and challenging for all students. Our goal is to provide opportunities where all students can develop academically, socially, emotionally, physically, and culturally. This is a shared responsibility by the school staff, the parents, and the community who recognize the creativity, differences, similarities, and potential of all involved in the process. We work to bring out the creativity in all our children. All students are expected to perform at a high academic rigor. We encourage all students to reach their optimal potential. We've developed ongoing partnerships that encourage and assist each child in reaching his/her highest potential. Our students will master the tools of technology, which will enable them to compete in a global society. It is our mission to prepare children to become functional and productive citizens of a global community who are able to interact positively in society as life long learners.

Description of P.S. 102

PS 102 distinguishes itself in a variety of different ways

P.S. 102, also known as the Jacques Cartier School, was built in 1912 and has served the East Harlem community ever since its inception. P.S. 102 is located between First and Second Avenues in a cul-de-sac in the midst of the Jefferson Public Housing apartment complex. A large majority of our students reside in these nearby buildings and are eligible for free lunch. Many children come from single parent homes or live with grandparents.

As of Tuesday, October 29, 2010, P.S. 102 has a population of 316 students in 20 classes which range from Pre-K through fifth grade of which one (1) is a Pre-Kindergarten Universal Superstart Plus class, one (1) is a Universal Pre-Kindergarten class, and four are self-contained Special Education classes (grades K-5) with a ratio of 12:1:1. For the school year 2010-2011, we will have seven (7) Collaborative Team Teaching classes in grades K-5. Students are heterogeneously grouped within each grade.

P.S.102 strengthens its academic programs through several important collaborations. The following collaborations with outside organizations compliment and enhance instruction by

offering our students additional cultural and academic activities to enrich their school experiences. P.S. 102 has a partnership with the following organizations:

- Education Through Music
- Arts Connection
- CookShop
- Runners' Club
- Healthy Schools
- Kids' Creative
- Rosie's Kids
- Studio-In-A-School
- Teaching Matters
- Writing Fundamentals
- Science Family Program
- Simple Solutions

For the past six (6) years, we have also received a Violence Prevention Grant, which funds and enhances our ELA and Math After-School Program; however, due to impending budget cuts, we may not offer this program this year. The ELA and Math After-School Program is conducted two days a week, 2 hours per day, and it includes 3rd through 5th grade students in both General Education and Special Education.

The cluster positions consist of Science/Technology, Art, Chess and Gym. Both the Science and Chess teachers integrate technology within their program. The children utilize appropriate software programs on the computer, which serve to enrich the science, chess, and/or math curricula. Technology and science are also taught via an interdisciplinary approach, whereby students use laptops and/or Smartboards to enhance the science unit as well as other content areas.

Lastly, we have a full time Music Program whereby all students in grades Pre-K to 5 receive music instruction in one or more of the following areas: choral singing, playing the recorder, keyboarding, reading music, and participating in two music assembly programs. We also have another music program, "Rosie's Kids," which teaches music, theatre and dance to our 4th and 5th grade students in both General Education and Special Education.

In sum, P.S. 102 promotes a positive school climate and high staff morale and creates a safe, caring and challenging for learning by celebrating student and staff success and by maintaining an ongoing collaborative atmosphere. Teachers have formed a collaborative partnership within the grade and across the grades. They support, nurture and teach the whole child by utilizing different teaching modalities and by planning thematic units.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	04M102				
District:	4	DBN #:	04M102	School BEDS Code:	310400010102

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	21	25		91.3	93.0	96.1		
Kindergarten	66	60	49	N/A					
Grade 1	59	59	57	Student Stability: % of Enrollment					
Grade 2	56	58	54	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	33	31	42		92.4	92.8	94.5		
Grade 4	50	31	55	N/A					
Grade 5	47	47	29	Poverty Rate: % of Enrollment					
Grade 6	N/A	N/A	N/A		2007-08	2008-09	2009-10		
Grade 7	N/A	N/A	N/A		91.8	89.3	96.1		
Grade 8	N/A	N/A	N/A						
Grade 9	N/A	N/A	N/A	Students in Temporary Housing: Total Number					
Grade 10	N/A	N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	N/A	N/A	N/A		8	23	5		
Grade 12	N/A	N/A	N/A						
Ungraded	N/A	N/A	N/A	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					5	2	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	48	50	47						
No. in Collaborative Team	25	32	39	Principal Suspensions	7	8	3		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	33	31	33	Superintendent Suspensions	2	0	0
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	28	17	6	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	34	34	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	6	25	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	36	37	36
				Number of Administrators and Other Professionals	11	14	15
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	6	4	10
(As of October 31)	2007-08	2008-2009					
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	0.3	0.0	0.3	Percent more than two years teaching in this school	80.6%	75.7%	91%
Black or African American	30.2	29.1	30.7	Percent more than five years teaching anywhere	58.3%	54.1%	94%
Hispanic or Latino	66.4	67.5	65.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.5	1.9	Percent Masters Degree or higher	89%	92.0%	100%
White	1.7	1.8	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.7%	97.1%	100%
Multi-racial							
Male	54.2	54.9	50.6				
Female	45.8	45.1	49.4				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	√			
Improvement (year 1)	N/A			
Improvement (year 2)	N/A			
Corrective Action (year 1)	N/A			
Corrective Action (year 2)	N/A			
Restructuring (year 1)	N/A			
Restructuring (year 2)	N/A			
Restructuring (Advanced)	N/A			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	As of September 2009, PS 102 is <u>NO</u> longer a SINI school √	ELA:	N/A
	Math:	IGS √	Math:	N/A
	Science:	IGS √	Grad. Rate:	N/A

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	√	√	√	N/A	N/A	N/A	
Ethnicity							
American Indian or Alaska Native	----	----	----	N/A	N/A	N/A	
Black or African American	√	√	----	N/A	N/A	N/A	
Hispanic or Latino	√	√		N/A	N/A	N/A	
Asian or Native Hawaiian/Other Pacific Islander	----	----		N/A	N/A	N/A	
White				N/A	N/A	N/A	
Multiracial				N/A	N/A	N/A	
Other Groups							
Students with Disabilities	√	√		N/A	N/A	N/A	
Limited English Proficient	----	----	----	N/A	N/A	N/A	
Economically Disadvantaged	√	√		N/A	N/A	N/A	
Student groups making AYP in each subject	5	5	1	N/A	N/A	N/A	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	WE DID NOT HAVE A QUALITY REVIEW 2008-2009 BECAUSE OUR SCHOOL REPORT CARD GRADE WAS “A” IN 2007-2008
Overall Score	57.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	12.4%	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	22.6%	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	20.6%	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	2.3%	Quality Statement 5: Monitor and Revise	N/A
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2010-2011	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	74.0	Quality Statement Scores:	N/A
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	9.1%	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	10.9%	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	45.2%	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	8.8	Quality Statement 5: Monitor and Revise	N/A
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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?
-

Student Performance Trends

ELA Performance Results

2009-2010

Due to the fact that New York State changed the cut off scale scores on each performance level, according to the NYSTART data, PS 102's performance in ELA declined on all grade levels compared to last years results. On third grade level, the percentage of students on levels 3 and 4 dropped by 35 % to 38%. On fourth grade level, the percentage of students on level 3 and 4 dropped by 15% to 38%. On the fifth grade level, the percentage of students on levels 3 and 4 dropped 31% to 33%.

Our **subgroup** results also show a decline in scores on all grade levels.

Hispanic or Latino Students

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 36% to 41%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 18% to 42%. On fifth grade level, the percentage of students scoring on levels 3 and 4 decreased by 20% to 47%.

Black or African American Students

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 34% to 33%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 9% to 33%. On fifth grade level, the percentage of students scoring on levels 3 and 4 decreased by 42% to 14%.

Students With Disabilities

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 18% to 29%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 2% to 17%. On fifth grade level, the percentage of students scoring on levels 3 and 4 decreased by 9% to 24%.

Limited Language Proficient

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 79% to 14%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 24% to 43%. On fifth grade level, the percentage of students scoring on levels 3 and 4 decreased by 20% to 40%.

Gender

Overall, the female students are outperforming the male students in ELA; however, the females scoring on levels 3 and 4 decreased from 75% to 40%. The male students decreased from 56% to 35%.

Implications

In order to increase the number of students achieving levels 3 and 4 on the ELA state tests, our school voted on a school based option, that allows teachers to use one day of extended time to meet and discuss their topic of inquiry or hold a grade meeting to plan and implement instruction in other content areas.

Another strategy to be implemented is a school wide inquiry study on the Common Core Standards with the emphasis on writing. All grades will study the first anchor standard in narrative writing.

Math Performance Results **2009-2010**

Due to the fact that New York State changed the cut off scale scores on each performance level, according to the NYSTART data, PS 102's performance in Math declined on all grade levels compared to last years results. On third grade level, the percentage of students on levels 3 and 4 dropped by 32 % to 58%. On fourth grade level, the percentage of students on level 3 and 4 dropped by 36% to 51%. On the fifth grade level, the percentage of students on levels 3 and 4 dropped 23% to 45%.

Our **subgroup** results also show a decline in scores on all grade levels.

Hispanic or Latino Students

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 44 % to 53%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 11% to 69%. On fifth grade level, the percentage of students scoring on levels 3 and 4 decreased by 9% to 58%.

Black or African American Students

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 53% to 47%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 27% to 73%. On fifth grade level, the percentage of students scoring on levels 3 and 4 decreased by 40% to 29%.

Students With Disabilities

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 57% to 38%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 17% to 58%. On fifth grade level, the percentage of students scoring on levels 3 and 4 decreased by 18% to 35%.

Limited Language Proficient

On third grade level, the percentage of students scoring on levels 3 and 4, decreased by 57% to 43%. On fourth grade level, the percentage of students scoring on levels 3 and 4, decreased by 21% to 79%. On fifth grade level, the percentage of students scoring on levels 3 and 4 stayed the same at 80%.

Gender

Overall, the female students are outperforming the male students in Math; however, the females scoring on levels 3 and 4 decreased from 87% to 50%. The male students decreased from 82% to 64%.

Implications

In order to increase the number of students achieving levels 3 and 4 on the ELA and Math state tests, our school voted on a school based option, that allows teachers to use one day of extended time to meet and discuss their topic of inquiry or hold a grade meeting to plan and implement instruction in other content areas.

Another strategy to be implemented is a school wide inquiry study on the Common Core Standards with an emphasis on persuasive writing in grades Pre-K -2. The third grade will study fluency and grades 4 and 5 will study problem solving strategies in Math.

2009-2010 Quality Review:

As per the Quality Review for 2009-2010, the following are designated as areas of improvement and the school's response to address these areas:

I. Areas for Improvement

According to the 2009-2010 Quality Review, the findings were as follows:

- **Evaluate student learning outcomes of all subgroups, especially special education students, so that differentiated instructional decisions meet the needs of all students. Currently, the school:**
 - Has not incorporated ongoing subgroup analysis and progress monitoring for struggling students across the school.

- **Expand short term goals that have measurable outcomes to monitor progress effectively. Currently, the school:**

Has not established interim benchmarks across subject areas so that the school can monitor progress and revise the instructional programs of individual students as necessary.

- **Increase the range of partnerships with community based organizations to provide additional support services for students and families to ensure a positive impact on student achievement. Currently the school:**
 - Has partnerships with community-based organizations that bring programs into the school for students but does not have outreach programs so that families can receive support and services outside school.

- **Ensure that all constituent groups are involved in school-wide goal setting to increase the base of parental support for continued school improvement. Currently the school:**
 - Only involves parents in the writing of the parental part of the Comprehensive Education Plan Thus limiting their involvement in school-wide goal setting.

School Year 2010-2011:

- **Teachers engaged in workshops where they learned how to keep data electronically on databases created specifically by the CFN 607 for the school in the areas of reading levels and the EDM math curriculum.**
- **Teacher team leaders' positions exist on every grade level. These team leaders are part of their own grade level Teacher Teams and they also come together once a week to be part of a second inquiry team in the school. During these meetings teacher team leaders across the grades come together to discuss strategies, best practices and look at student together**
- **Professional Development Workshops on how to use ARIS data to drive instruction**
- **Conducted grade meetings, Teacher Team meetings within the grade, Core/Original Inquiry Team and Inquiry Teacher Team meetings across the grades in conjunction with CFN 607 in order to analyze, review, and discuss data, instructional strategies and assessments, and in order to collaborate and share leadership processes.**
- **The prep schedule allots time for lead teachers to meet with their respective teams within the grade and with the ELA/Math coaches and AIS teachers, and staff developer. These meetings enhance collaboration amongst educators and allow educators to address the instructional goals for a coherent curriculum.**
- **The prep schedule allots time for lead teachers to meet with their respective Teacher Teams within the grade on a weekly basis.**
- **The school day ends at 2:20 PM on Thursday; thus allowing for specific collaboration amongst teachers**

- **The SBO was approved whereby all teachers receive 60 minutes for lunch, 5 days a week as well as a one period a week for inquiry meetings on each grade level during the extended day period. All teachers devote one lunch period a week to attend Professional Development within the school. Some of the meetings at lunchtime have been instrumental in providing enough time to gather, analyze, and interpret data and student work and to provide Professional Development in other content related subject areas.**
- **There is greater curricular coherence while using data driven instruction to create strategy groups**
- **As a result of Professional Development, differentiated instruction for target groups have been more aligned to instructional strategies that are occurring in class on a day-to-day basis, as evidenced by assessments, lesson plans, and student work.**
- **There is more collaboration within and across grades and with support staff.**
- **Teachers are now “going beyond the individual goals to build instructional groups**
- **Using ARIS regularly, teachers create strategy groups**
- **Students are aware of their learning goals and know the steps needed to reach achievement**
- **Via a collaborative process with the staff, the Administration, Core/Original Inquiry Team, the Inquiry Teacher Teams, Literacy Coach, Math Coach, Staff Developer, A.I.S. ELA and Math teachers, and CFN 607 create school-wide instructional goals for curriculum coherence, determine overall gains needed for school improvement, review prior year’s data and CEP, establish benchmark assessments, interim assessments, projections, and target populations for the current school year and conduct discussions within the grade and across the grades to develop authentic units of study, assessment tools, and effective lesson plans which are aligned to the standards and to the school’s coherent curricula.**
- **Support staff (i.e. Cluster Teachers, Related Services, SETSS Teacher, SBST, School Social Worker, etc.) meets on a weekly basis to discuss and record progress and stagnation of students, and follow-up steps.**
- **Teachers in grades 3-5 input and analyze data for the Periodic Assessments, benchmark assessments, and interim point assessments**
- **Teachers in grades K-2 input and analyze data from the benchmark assessments, and interim point assessments**

- **Weekly AIT, SBST, PPT and Phase 1 meetings are conducted which includes administration, ESL teacher, mandated service providers, SBST team. AIS Teachers, Inquiry Team and designated classroom teachers**
- **Because PS 102 is a Phase 1 school all IEPs are being examined for grade appropriate annual SMART goals also there is greater collaboration with teachers and mandated service providers and the SBST team when discussing triennials, annual reviews, reevaluations and initial evaluations**
- **In order to adhere to the 20% mandate of studying the Common core Standards, teachers in grades Pre K -2 are reviewing and implementing the grade specific standard in writing.**
- **Grade 3 teachers are studying the Foundations program in order to implement within their ELA lessons.**
- **Grade 4 and 5 teachers are studying problem solving techniques based on the common Core Standards in Mathematics**
- **The Parent Coordinator is conducting workshops with parents on how to navigate ARIS and how to interpret the data**
- **The Parent Coordinator and the IEP teacher conduct beginners and intermediate technology lessons whereby parents are taught how to navigate the computer, formulate a facebook page and hone their computer skills.**

II. Overview

As a result of the Quality Review for the school year 2009-2010, the overview of positive feedback is as follows:

What the School does well:

A positive culture exists that supports students' social, emotional and academic development as Evidenced by:

The warm interactions between students, teachers, parents and administrators that Permeate the building.

Successful efforts to expand the learning boundaries for students through field trips and cultural Arts programs such as Kids' Creative and Education through Music.

The principal makes informed and effective organizational decisions to optimize teacher skill sets and planning opportunities as evidenced by:

Creative programming that affords all teachers opportunities for daily planning periods. The frequency of these sessions empowers teachers and enables them to have conversations about student work, student achievement, and lesson planning.

The expansion of the Collaborative Team Teaching program to all grades in order to provide a More inclusive learning environment.

Effective instruction and print-rich classroom environments provide students with opportunities to practice what they have learned as evidenced by:

The school-wide use of a uniform model in English Language Arts instruction has been implemented in the classroom. This provides consistency for teachers and gives students a common language that enables them to work independently.

Charts on display in classrooms that provide scaffolding and support to students to enable them to work independently

Teacher teams on every grade provide opportunities for teachers to reflect on their practice to strengthen instructions and accelerate student learning as evidenced by:

There is strategic use of grade level teacher team meetings to elevate the expertise of teachers in analyzing data and sharing strategies and ideas. As a result, teachers are using data to inform instruction.

The creation of assessments to measure individual student progress.

The school engages students and families in on-going discussions regarding student progress and expectations as evidenced by:

Students have the ability to assess their own progress and articulate next learning steps.
Monthly progress reports keep parents informed about their child's progress and provide a vehicle for parents to collaborate with the school to support student learning.

Teachers benefit from participating in a balance on in-house and outside professional development opportunities to strengthen instruction as evidenced by:

Enable teachers to more effectively plan differentiated lessons thus providing students with a hands on, constructivist approach to learning.

The number of teachers participating in workshops offered at the Leadership Support Organization as well as those offered in-house have increased. The teachers turn-key the information to their colleagues at teacher team meetings and staff conferences.

As a result of a school wide reflection on current practices during the 2009-2010 school year, PS 102 has developed and implemented new systems to enhance collaboration amongst the staff in order to share best practices in all content areas and in order to become experts in using a variety of data to drive instruction. Thus, P.S. 102 has put into practice the following:

Many of PS 102's accomplishments over the past years and inclusive of 2010-2011 are as follows:

- **Teachers and students celebrate the end of a writing unit by conducting "publishing parties"**
- **In ELA and Mathematics, PS 102 met its AYP in all subgroups in Spring 2010**
- **PS 102 expanded Academic Intervention Services in ELA to include Early Childhood and Special Education**

- **PS 102 was recognized in student participation and excellence during the citywide Road Runners Track and Field competition**
- **PS 102 wrote a grant and was awarded funding to be used for a new school playground. Also, PS 102 received funding from the Manhattan Borough Presidents Office for \$100,000 for the new school playground**
- **PS 102, in conjunction and collaboration with a CBO, added an After-School Enrichment Program (Kids' Creative) which focuses on the Arts, integrated content area instruction, and homework assistance for the students**
- **PS 102 expanded the Integrated Co-Teaching Services (Collaborative Team Teaching – CTT/ICT Classes) by including a 5th grade Integrated Co-Teaching Services Class (Collaborative Team Teaching - CTT) for the school year 2010-2011**
- **The A.I.S. Programs in ELA & Math continue to service low performing at – risk students. However, a strategy change is being implemented and the A.I.S. teachers conduct more “push-in” services by teaching the whole class or a group of children within the class along with the classroom teacher**
- **PS 102 expanded AIS Programs to be more flexible in addressing students' needs**
- **The formation of Teacher Teams have led to collaborative partnerships within the grade as well as across the grades**
- **In addition to the Teacher Teams within the grade, the Core/Original Inquiry Team was expanded to include a Team Leader Inquiry Teacher Team across the grades. This “distributive leadership model” was created to include a collaborative effort between the Early Childhood teachers and the upper grade teachers. Designated facilitators (team leaders) were put to task by not only matching professional development to the concerns of their constituency, but also by leading regular meetings (once a week), relaying constituent concerns and best practices to the other Team Leaders as well as to the Core/Original Inquiry Team**
- **The Inquiry Teacher Teams meet on a systematic basis, once a week, with the Core/Original Inquiry Team for a common purpose related to student performance. They also meet to discuss instructional concerns and share pedagogical strategies within the grades and across the grades**
- **Along with the Core/Original Inquiry Team, Teacher Teams develop common coherent curriculum school – wide instructional goals as they pertain to a specific grade. Hence, via a cohesive curricular, the goals, vision, and mission of the school are reflected in each classroom**

- **At these weekly grade conferences/teacher team meetings, teachers analyze and discuss data to address students' needs in order to tailor instruction for differentiated grouping and pedagogical strategies**
- **In order to continue to facilitate a cohesive curriculum, teachers, in their respective grades, meet on a weekly basis during lunch time and they also meet on half days, Professional Development days, and during double preps so that collaboration, planning, revising and setting instructional goals for students are continuously taking place within the classroom**
- **Teachers share best practices**
- **Teachers establish and create benchmarks to monitor student progress towards individual student goals**
- **On a daily and/or weekly basis, teachers track the progress and/or stagnation of key sub-groups to meet students' goals**
- **In a collaborative manner, the staff analyzes, interprets, and uses assessment results to target the bottom 1/3 of their students and to provide specific methodologies to meet the instructional needs of their students**
- **Teachers are using current data to drive instruction, which are being implemented into lessons**
- **In order to continue to support teachers in increasing their skills and confidence to analyze and interrogate data, Professional Development within the school is conducted on a weekly basis across the grades. Also, approved by the SBO, in an effort to provide additional Professional Development, two additional half ½ days were included in the school year**
- **An SBO was approved to have a 60 minute lunch hour for Professional Development once a week for all teachers**
- **The SBO also approved two (2) additional half days so that teachers can attend Professional Development**
- **Through the inquiry process, monthly Social Studies curriculum maps were constructed by the primary teachers as a final product to be shared in grades K-2**
- **The school wide inquiry teams from K-5, researched and studied math pedagogical strategies and implemented those strategies that met the needs of the students**
- **For a six week period, family Science is conducted where parents and students are participating and engaging in interactive hands on science projects**
- **The Chess program is competing against other public schools in order to hone their focus and skills**

- **The Food and Nutrition department along with Healthy Smart Healthy Heart program provide daily nutritional snacks to all students and teachers**
- **The Physical education teacher has developed a progress report to distribute to all students on their physical health and physical education skills and activities**
-

Some of the instructional challenges facing PS 102:

- **Ongoing and continuing adaptation and modification of the core curriculum for Special Education students (SWD)**
- **Continued improvement in analyzing and discussing data to address students' needs in order to tailor instruction for differentiated grouping and pedagogical strategies**
- **Using current data to drive instruction and implementing lessons which correlate with the Item Analysis Skills on the Periodic Assessment Test in order address students' needs**
- **Ongoing benchmark assessments of all students in grades Pre-K - 5 by the Teaching Artist of the Music Program – Educational Through Music (ETM) and by the classroom teacher**
- **Aligning the Core Curriculum with the Performance Standards and in the content areas**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

ANNUAL GOAL	DESCRIPTION
<p><u>SMART GOAL:</u> GOAL 1 - NON - INSTRUCTIONAL: PARENTAL INVOLVEMENT</p> <p>Goal: Consistent with New York City Department of Education Policy for parents, the parents’ understanding of their child’s curriculum and school programs will increase by providing the parents on-going information and communication throughout the school year</p>	<p>After conducting our needs assessment for the parents in June 2010 and after reflecting on these findings as well as the results of the School Report Card and Progress Report, the School Cabinet, SLT, and Core Inquiry Team have determined that from September 2010-June 2011, parents must be provided with on-going (monthly) information regarding their child’s curricula and school programs and workshops must be created, which will assist parents in developing and strengthening the parent/teacher relationship and which will further parents’ academic skills so as to become educational facilitators on their children’s behalf.</p>

ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL: GOAL 2 - INSTRUCTIONAL: DATA INQUIRY TEACHER TEAMS</p> <p>Goal: To increase the number of teachers participating in Inquiry/Teacher Teams in the school.</p>	<p>The lead teachers, in conjunction with the literacy coach, math coach, and A.I.S. teachers, and Staff Developer will identify a target group of students in their grade. The teachers will document their work, student progress, next steps, and reflections on students' work and different kinds of assessments.</p> <p>Professional Development Workshops will continue to be launched using ARIS Connect as a place for Inquiry Communities.</p> <p>The schedule allots time for lead teachers to meet with their respective teams and with the ELA/Math Coaches and A.I.S. teachers to conduct case studies of students.</p> <p>Minutes from weekly department meetings, case studies of students, and student work will indicate that the inquiry teams are active in the Core curricula of ELA, math, social studies, and science</p> <p>Students will show <u>5% gains</u> as evidenced by the results of the ELA and Math Periodic Predictive Assessments given during the 2010-2011 school year and as evidenced by the results of teacher made tests, ECLAS, Running Records, and Conferring Notes.</p>

ANNUAL GOAL	DESCRIPTION
<p><u>SMART GOAL:</u> GOAL 3 – TECHNOLOGY: DIFFERENTIATED INSTRUCTION</p> <p>Goal: To develop teachers’ expertise in the effective utilization of technology in order to expand their teaching repertoire in terms of differentiated instruction.</p>	<p>After conducting a needs assessment for the pedagogical staff in June 2010 and after reflecting on these findings, the School Cabinet, SLT, and CORE Inquiry Team have determined that from September 2010-June 2011, pedagogical staff will continue to be provided with on-going Professional Development in the utilization of technology in order to conduct differentiated instruction in their classroom.</p> <p>The teachers will continue to attend and will engage in ARIS, Acuity, and Smart board training in order to use data to drive instruction and the teachers will also demonstrate the usage of the Smartboard, ELMOS, and other applicable technology. The teachers will also meet with the literacy and math coaches in order to decide how to form small strategy groups for their students, which will be based on the data results from Periodic Assessments/Classroom Assessments, Simulation Assessments, as well as last year’s New York State ELA and Math Exams. As a result, the teachers will create activities and will implement differentiated instruction strategies for groups of students.</p>

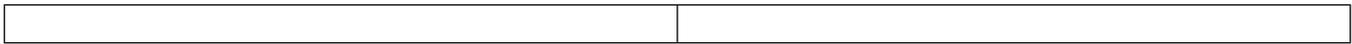
ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL: GOAL 4 – INSTRUCTION: ELA STRATEGIES</p> <p>Goal: To develop teachers’ expertise in ELA strategies in order to expand and improve teaching methods</p>	<p>After conducting a needs assessment for the pedagogical staff in June 2010 and after reflecting on these findings, the School Cabinet, SLT, and Core Inquiry Team have determined that from September 2010-June 2011, pedagogical staff must be provided with on-going (weekly) Professional Development in effective ELA strategies as facilitated by the staff developers of Schoolwide Inc. Writing Fundamentals, Literacy Coach, Staff Developer, and A.I.S. ELA teacher.</p> <p>The approved SBO reflects that the teachers will be given a 60 minutes lunch period, which is designated to provide Professional Development to the staff once a week in the content area of ELA. The approved SBO also indicates a prep schedule that was developed to allow teachers to collaborate within the grade so that the teachers can meet and plan grade level curricula during their sixth (6th) weekly prep. A grade level uniform prep is reflected in the prep schedule a minimum of three times per week and a maximum of five times per week by grade. Hence, from September 2010-June 2011, 100% of teachers will develop and implement ELA strategy groups.</p>

ANNUAL GOAL	DESCRIPTION
<p><u>SMART GOAL:</u> <u>GOAL 5 ELA – Gen Ed., ELL’s & SWD’s</u></p> <p>Goal: Consistent with New York City Performance Standards, Literacy Standards, and New York State Learning Standards, <u>General Education ELL & SWD</u> students in grades 3-5 will demonstrate proficiency in reading and writing.</p>	<p>After conducting our needs assessment, which was based on the results of the Spring 2010 ELA exam and 2009-2010 Progress Report and after reviewing the 2009-2010 School Demographics and Accountability Snapshot Report, the SLT and the Inquiry Team have determined that by June 2011, <u>General Education</u> ,<u>ELL & SWD</u> students in grades 4-5 will demonstrate <u>one (1) year</u> of progress towards achieving state standards as evidenced by the 2011 NYS <u>ELA</u> Assessment Test and as indicated in the 2009-2010 Progress Report.</p>

ANNUAL GOAL	DESCRIPTION
<p><u>SMART GOAL:</u> <u>GOAL 6 – INSTRUCTION:</u> <u>MATH STRATEGIES</u></p> <p>Goal: To develop teachers’ expertise in Math strategies in order to expand and improve teaching methods</p>	<p>After conducting a needs assessment for the pedagogical staff in June 2009 and after reflecting on these findings, the School Cabinet, SLT, and Core Inquiry Team have determined that from September 2010-June 2011, pedagogical staff must be provided with</p>

on-going (weekly) Professional Development in effective Math strategies as indicated in the Everyday Math curriculum, which will be facilitated by the Math Coach and A.I.S. Math teacher. The teachers will meet with the Math Coach on a weekly basis to provide strategies in Math as well as attend workshops in mathematics provided by the Leadership LSO based upon teachers' differentiated needs.

**The approved SBO reflects that the teachers will be given a 60 minutes lunch period, which is designated to provide Professional Development to the staff once a week
In addition, the approved SBO also indicates a prep schedule that was developed to allow teachers to collaborate within the grade so that the teachers can meet and plan grade level curricula during their sixth (6th) weekly prep
Further, a grade level uniform prep is reflected in the prep schedule a minimum of three times per week and a maximum of five times per week by grade Teachers will attend Professional Learning. Hence, from September 2010 – June 2011, 100% of teachers will develop and implement Math strategy groups as evidenced in lesson plans and in formal and informal observations**



SMART GOAL:

GOAL 7- MATH - Gen Ed., ELL's & SWD's

Goal:

Consistent with New York City Performance Standards, Mathematics Standards, and New York State Learning Standards, Special Education Students, General Education, ELL & SWD students in grades 3-5 will demonstrate proficiency in mathematics.

After conducting our school's needs assessment, which was based on the results of the Spring 2010 Math exam and 2009-2010 Progress Report and after reviewing the 2009-2010 School Demographics and Accountability Snapshot Report, the SLT and the Inquiry Team have determined that by June 2011, the General Education, ELL & SWD student s in grades 4- 5 will demonstrate one (1) year of progress towards achieving state standards as evidenced by the results of the 2011 NYS Math Assessment Test and as indicated in the results in the 2009-2010 Progress Report.

SMART GOAL:

GOAL 8- INSTRUCTIONAL: PROFESSIONAL DEVELOPMENT IN PHASE 1

Goal:

To provide Professional Development for the school staff and school community allowing every member of school to educate and embrace students with disabilities (SWD).

The classroom teachers, in conjunction with the literacy coach, math coach, A.I.S. teachers, IEP teacher, SBST, service providers, and Staff Developer will participate in Professional Development regarding Phase 1, will learn to develop and implement IEP goals, which are aligned to the Common Core Standards, and will provide differentiated instruction for students with disabilities (SWD).

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): GOAL 1 - NON - INSTRUCTIONAL: PARENTAL INVOLVEMENT

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal: To increase the parents’ understanding of their child’s curriculum and school programs as well as to provide on-going information and communication throughout the school year</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Conduct Open House: Meet The Teacher/Curriculum Afternoon • Distribute Parental Monthly Student Progress Reports • Develop and conduct workshops which will assist parents in developing and strengthening the parent/teacher relationship and which will further parents’ academic skills so as to become educational facilitators on their children’s behalf. • Parents will be provided with workshops in: <ul style="list-style-type: none"> ○ The use of computer technology and software to support their child’s

learning

- **How to utilize ARIS to retrieve data**
- **How to understand, interpret, and use data**
- **English as a Second Language strategies and activities**
- **How to understand and how to implement strategies and activities for the New York State ELA and Math Standards and Curricula**
- **Test Preparation strategies and activities for the New York State ELA and Math Standards**
- **Supporting their child's learning in ELA and Mathematics**
- **Helping their child become a better reader**
- **Helping their child with homework**

- **Behavior Modification techniques to foster positive behavior**

- **Making the home-school connection**

- **In addition to workshops, we will collaborate with the Parent Coordinator and the P.T.A. in the production of a parent handbook, monthly newsletter and calendar of events.**
- **Parents will be invited to our several special celebrations (literacy celebrations and publishing parties, monthly assembly programs, and music and theatre productions)**

EVIDENCE:

- **Parents' Handbook**
- **Parents' Monthly Newsletters**
- **Parental Monthly Student Progress Reports**
- **Calendars**
- **Agendas**
- **Attendance Sheets**
- **Minutes from Meetings**
- **Parents' Bulletin Board**
- **Staffing:**
 - **Parent Coordinator**

	<ul style="list-style-type: none"> ○ PTA ○ Healthy Schools/Healthy Families ○ SBST ○ Classroom Teacher ○ Literacy Coach ○ Math Coach ○ AIS ELA Teacher ○ AIS Math Teacher ○ IEP Teacher ○ Staff Developer ○ ESL Teacher
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ● Funding Source: <ul style="list-style-type: none"> ○ Title 1 (1% will be used for professional development and purchase of materials) ○ Title 3 (used for salaries for the ESL class offered to parents) <p style="text-align: center;">Tax Levy(Pay stipends for SLT, food, books and workshop fees)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parental Involvement in PTA meetings and school events and meetings will increase 2% as evidenced by parental attendance.</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): GOAL 2 - INSTRUCTIONAL:
DATA INQUIRY TEACHER
TEAMS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To increase the number of teachers participating in Inquiry/Teacher Teams in the school.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Launch Professional Development Workshops using ARIS Connect as a place for Inquiry Communities • The schedule allots time for lead teachers to meet with their respective teams and with the ELA/Math Coaches and A.I.S. teachers to conduct case studies of students and to focus on a target group of students <p><u>EVIDENCE:</u></p> <ul style="list-style-type: none"> • The lead teachers, in conjunction with the literacy coach, math coach, and A.I.S.

	<p>teachers, Staff Developer will identify a target group of students in their grade.</p> <ul style="list-style-type: none"> • The teachers will document their work, student progress, next steps, and reflections on students’ work and different kinds of assessments. <p>Minutes from week</p> <ul style="list-style-type: none"> • Staffing: <ul style="list-style-type: none"> ○ Classroom Teacher ○ Literacy Coach ○ Math Coach ○ AIS ELA Teacher ○ AIS Math Teacher ○ IEP Teacher ○ Staff Developer • Minutes from weekly department meetings, case studies of students, and student work will indicate that the inquiry teams are active in the curricula of ELA, math, social studies, and science
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> ○ Funding Source: ○ Tax Levy(Inquiry team/Data specialist salaries and planning sessions) ○ NYSTL(materials for students based on inquiries studies) ○ Title 1(professional books purchased for teams)

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will show <u>5% gains</u> as evidenced by the results of the ELA and Math Periodic Predictive Assessments given during the 2010-2011 school year and as evidenced by the results of teacher made tests, ECLAS, Running Records, and Conferring Notes.</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): GOAL 3 – TECHNOLOGY: DIFFERENTIATED INSTRUCTION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal: To develop teachers’ expertise in the effective utilization of technology in order to expand their teaching repertoire in terms of differentiated instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Train teachers in the use of ARIS • Train teachers in the use of Acuity • Train teachers in the use of Smartboards

- **Meet with teachers and the literacy and math coaches to decide how to form small strategy groups for their students, which will be based on the data from Periodic Assessments/Classroom Assessments, Simulation Assessments, as well as last year's New York State ELA and Math Exams**

EVIDENCE:

- **Teacher lesson plans/unit plans will include differentiated instruction for groups of students**
- **Teacher observations, formal and informal walkthroughs will reveal different learning styles and strategy groups**
- **Libraries are leveled and possess a variety of genres**
- **Assessments consider various learning styles and modalities**
- **Staffing:**
 - **Classroom Teacher**
 - **Literacy Coach**
 - **Math Coach**
 - **AIS ELA Teacher**
 - **AIS Math Teacher**
 - **IEP Teacher**

	<ul style="list-style-type: none"> ○ Staff Developer
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Source:</p> <ul style="list-style-type: none"> ○ Tax Levy (purchasing for hardware and software) ○ NYSTL (purchasing for hardware and software) ○ Title 3 (purchasing of hardware)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>85% of teachers will demonstrate differentiated instruction strategies as evidenced in lesson plans and in formal and informal observations</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.

**GOAL 4 – INSTRUCTIONAL:
ELA STRATEGIES**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To develop teachers’ expertise in ELA strategies in order to expand and improve teaching methods</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Meet with teachers, Literacy Coach, and Staff Developer on a weekly basis in order to provide strategies in ELA • The approved SBO reflects that the teachers will be given a 60 minutes lunch period, which is designated to provide Professional Development to the staff once a week in the content area of ELA • The approved SBO also indicates a prep schedule that was developed to allow teachers to collaborate within the grade so that the teachers can meet and plan

grade level curricula during their sixth (6th) weekly prep

- **A grade level uniform prep is reflected in the prep schedule a minimum of three times per week and a maximum of five times per week by grade**
- **Teachers will attend Professional Learning Workshops in ELA provided by the Leadership LSO based upon teachers' differentiated needs**
- **Writing Fundamentals facilitators in grades K to 5 will provide on site ELA professional development**
- **Teachers will engage in professional development on a weekly basis, which will focus on the ELA Workshop Model provided by the Literacy Coach, Staff Developer, and A.I.S. ELA teacher**

EVIDENCE:

- **Teachers' lesson plans will reflect ELA strategies**

	<ul style="list-style-type: none"> • Formal and informal teachers’ observations and walk- throughs will reveal the implementation of skills in ELA • Attendance Sheets and Agendas from Professional Development Workshops conducted during lunch and prep periods will be reviewed and will reflect the teachers who attend the Professional Development workshops in ELA
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Staffing: <ul style="list-style-type: none"> ○ Classroom Teachers in Pre-Kindergarten to 5th grade ○ Literacy Coach ○ AIS ELA Teacher ○ IEP Teacher ○ Staff Developer • Funding Source: <ul style="list-style-type: none"> ○ Title 1(salaries for staff developer, Literacy coach, Math coach and AIS teacher) ○ Tax Levy (salaries for classroom teachers, purchase of classroom library books, testing materials, AIS materials)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ 100% of teachers will develop and implement ELA strategy groups as evidenced in lesson plans and in formal and informal observations

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.

**GOAL 5: ELA –
INSTRUCTIONAL**

Subject/Area (where relevant):

**GENERAL EDUCATION,
ELL'S & STUDENTS WITH
DISABILITIES (SWD)**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal:</p> <p>Consistent with New York City Performance Standards, Literacy Standards, and New York State Learning Standards, <u>General Education ELL and SWD</u> students in grades 4-5 will demonstrate proficiency in reading and writing.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- **Extended Day Program (37 ½ minutes, Sept. 2010 to June 2011; Tues., Wed. 2:20 PM to 3:10 PM)**
- **ELA After-School (Nov. 2010 to May 2011; Tues., Wed. - 3:15 PM to 4:45 PM)**
- **Teachers will be provided with professional development regarding literacy pedagogical strategies, which can be incorporated within their teaching repertoire in order to meet the needs of their ELL population and IEP population.**
- **In collaboration with the ESL teacher, the teachers will identify and implement ESL goals in reading, writing, speaking, and listening for the ELL population.**
- **Teachers will participate in professional development with the literacy coach, staff developer, and A.I.S. teachers during lunchtime PD's and grade meetings throughout the school year.**
- **Teachers will learn to examine individual student IEPs in order to determine if a particular child's reading level meets his or her IEP goals. Next, teachers will learn to determine if the child's reading level does not align with his or her IEP goals and the teachers will learn how to adapt the reading curriculum to conform to expectations for student progress set forth within each IEP.**
- **Teachers will then work with students and their families to establish reading goals for each child, tailored to his or her IEP and taking into account appropriate reading behaviors and achievements for students reading on a particular level.**
- **Teachers will monitor student reading logs to determine if**

students have been reading books on level for 30 minutes each day. Teachers will also monitor students' class work and homework to determine if students are meeting their IEP reading goals. Students will be evaluated using running records with a focus on the aspects of reading with which they need help.

- **Classroom Teacher During the ELA After-School Program, and Extended Day Program students will:**
 - read and use several genres of literary pieces and write responses, reactions and original pieces of the same nature
 - produce writing pieces across the curriculum
 - take part in mini lessons shared writing and conferences
 - engage in small group instruction in reading comprehension & fluency
 - read, discuss and respond to literature
 - engage in word study activities
 - engage in one of the following literacy programs: Great Leaps, Text Talk, Readers Theater

- **Extended Day Program (37 ½ minutes; Sept. 2010 to June 2011; Tues., Wed., 2:20 PM to 3:10 PM)**
 - Classroom Teacher
 - AIS ELA Teacher
 - ESL Teacher
 - SETSS Teacher

	<ul style="list-style-type: none"> • AIS ELA Teacher • ESL Teacher • SETSS Teacher
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funding Source: • Title 1 (in house staff development and professional development(outside vendor) for teachers) • Tax Levy (purchasing of Core Curriculum materials)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will show <u>5% gains</u> in Tiers 1 through Tier 4 as evidenced by the results of the ELA Periodic Predictive Assessments given during the 2010-2011 school year and as evidenced by the results of teacher made tests, Running Records, Benchmark Assessments, ECLAS and Conferring Notes. <ul style="list-style-type: none"> • Agendas and sign in sheets • Student reading logs will be monitored by administration. • Student IEP's will be monitored and reviewed by administration. • Student progress will be monitored using Assessment Pro.

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.

GOAL 6 – INSTRUCTIONAL:

Subject/Area (where relevant):

MATH STRATEGIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal:</p> <p>Develop teachers’ expertise in Math strategies in order to expand and improve teaching methods</p> <ul style="list-style-type: none"> • The Math Coach will attend year long workshop series provided by the LSO to develop strategies to better assist teachers in building and in implementing a culture of reflective practice
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To meet with teachers and the Math Coach on a weekly basis to provide strategies in Math • The approved SBO reflects that the teachers will be given a 60 minutes lunch period, which is designated to provide Professional Development to the staff once a

week

- **The approved SBO also indicates a prep schedule that was developed to allow teachers to collaborate within the grade so that the teachers can meet and plan grade level curricula during their sixth (6th) weekly prep**
- **A grade level uniform prep is reflected in the prep schedule a minimum of three times per week and a maximum of five times per week by grade Teachers will attend Professional Learning**
- **Teachers will attend workshops in mathematics provided by the Leadership LSO based upon teachers' differentiated needs**
- **Teachers will engage in professional development on a weekly basis, which will focus in the Everyday Math Workshop Model provided by the Math coach and A.I.S. teacher**

EVIDENCE:

- **Teachers' lesson plans will reflect Math strategies**
- **Formal and informal teacher observations will reveal the implementation of skills Math**

	<ul style="list-style-type: none"> • Attendance Sheets and Agendas from Professional Development Workshops conducted during lunch and prep periods will be reviewed and will reflect the teachers who attend the Professional Development workshops • Staffing: <ul style="list-style-type: none"> ○ Classroom Teachers in Pre-Kindergarten to 5th grade ○ Math Coach ○ AIS Math Teacher ○ IEP Teacher
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funding Source: • Title 1 (salaries for math coach and AIS teacher) • Tax Levy (Everyday Math materials and consumables) • NYSTL (Everyday Math materials and consumables as well as Core Curriculum materials)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>100% of teachers will develop and implement Math strategy groups as evidenced in lesson plans and in formal and informal observations</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):	GOAL 7: MATH – INSTRUCTIONAL GENERAL EDUCATION, ELL’S & STUDENTS WITH DISABILITIES (SWD)
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal: Consistent with New York City Performance Standards, Mathematics Standards, and New York State Learning Standards, <u>General Education, ELL and Special Education (SWD)</u> students in grades 4-5 will demonstrate proficiency in grade appropriate numeracy.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Math Inquiry Team Target Population (Oct. 2010 to May 2011; Tues., Wed., Thurs. 8:00 AM to 8:45 AM) • Math After-School (Oct. 2010 to May 2011; Tues., Wed. 3:15 PM to 4:45 PM) • Extended Day Program (37 ½ minutes; Sept. 2010 to June 2011; Tues., Wed. 2:20 PM to 3:10 PM) • Classroom Teacher • AIS Math Teacher

- **ESL Teacher**
- **SETSS Teacher**
- **Students will solve place value, estimation, numeration, computational, and problem solving activities and students will communicate and reason mathematically as they become proficient in numeration, operations and relations, problem solving, data collection and analysis, geometry, measurement, functions, reference frames and beginning algebra.**
- **Teachers will be provided with professional development regarding math pedagogical strategies, which can be incorporated within their teaching repertoire in order to meet the needs of their ELL population and IEP population.**
- **Teachers will learn to examine individual students' ESL goals in order to determine if a particular child's math level meets his or her ESL goals. Next, teachers will learn to determine if the child's math level does not align with his or her ESL goals and teachers will learn how to adapt the math curriculum to conform to expectations for student progress set forth for the ELL population.**
- **Teachers will participate in professional development with the math coach, staff developer and A.I.S. teachers during lunchtime Pd's, grade meetings and one extended day period, throughout the school year.**
- **Teachers will learn to examine individual student IEPs in order to determine if a particular child's math level meets his or her IEP goals. Next, teachers will learn to determine if the child's math level does not align with his or her IEP goals and teachers will learn how to adapt the math curriculum to conform to expectations for student progress set forth within each IEP.**
- **Teachers will then work with students and their families to establish math goals**

for each child, tailored to his or her IEP and taking into account appropriate math behaviors and achievements for students working on a particular math level.

- Teachers will monitor student's class work, homework, and math journals to determine if students are meeting their ELL and IEP math goals. Students will be evaluated using EDM assessments with a focus on the math skills with which they need help.
- During the Math Inquiry Team Target Population Group, Math After-School Program, and Extended Day Program, students will also engage in:
 - Motivational Warm-Up Activities
 - Teaching Lessons
 - Ongoing Learning and Practice / Math Journal
 - Share/Summarize
 - Extra Practice / Enrichment / Minute Math
 - Games
 - Skills Practice
 - Test Prep and Test taking strategies
 - Embedded Assessment: Ongoing Assessment; Product Assessment, Periodic Predictive Assessment and Unit/mid-year/end of year assessment

During the Math Inquiry Team Target Population Group, Math After-School Program, and Extended Day Program, Math lessons will also focus on the following skills:

Math 3rd grade

- Place Value
- Estimation
- Problem Solving
- Check reasonableness of an answer by using estimation
- Formulate conclusions and make predictions from graphs

Math 4th grade

- Place Value

	<ul style="list-style-type: none"> • Estimation • Problem Solving • Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line • Check reasonableness of an answer by using estimation • Use the symbols $<$, $>$, $=$ and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths) <p>Math 5th grade</p> <ul style="list-style-type: none"> • Place Value • Estimation • Problem Solving • Add and subtract proper fractions with common denominators • Define and use appropriate terminology when referring to constants, variables and algebraic expressions • Identify corresponding parts of congruent triangles • Calculate the mean for a given set of data and use to describe a set of data
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Math Inquiry Team Target Population (Oct. 2010 to May 2011; Tues., Wed., Thurs. 8:00 AM to 8:45 AM) • Math After-School (Nov. 2010 to May 2011; Tues., Wed., 3:15 PM to 4:45 PM) • Extended Day Program (37 ½ minutes; Sept. 2010 to June 2011; Tues., Wed., Thurs. 2:20 PM to 3:10 PM) • Classroom Teacher • AIS Math Teacher • ESL Teacher • SETSS Teacher

	<ul style="list-style-type: none"> • Funding Source: • Title 1 (in house staff development as well as professional development(outside vendor) • Tax Levy (purchasing of Core Curriculum materials)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will show <u>5% gains</u> in Tiers 1 through Tier 4 as evidenced by the results in the Math Periodic Predictive Assessments given during the 2010-2011 school year and as evidenced by the results in teacher made tests and Everyday Math Benchmark Assessments (Unit/mid-year/end of year assessments. • Agendas and sign in sheets. • Student math journals will be monitored by administration. • Student IEP's will be monitored and reviewed by administration. • Student progress will be monitored using Assessment Pro.

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):	GOAL 8: INSTRUCTIONAL PROFESSIONAL DEVELOPMENT IN PHASE 1
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal: 8- INSTRUCTIONAL: PROFESSIONAL DEVELOPMENT IN PHASE 1:</u></p> <p>To provide Professional Development for the school staff and school community allowing every member of school to educate and embrace students with disabilities (SWD).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will participate in professional development with the I.E.P. teacher during lunchtime PD’s, grade meetings and one extended day period, throughout the school year. • Teachers will learn to develop and implement appropriate and meaningful IEPs. • Staff members will learn to meet the diverse needs of students with IEPs. • Teachers will learn to align the Common Core Standards with the student’s IEP.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011:

Teachers will learn to serve all students in their class and to differentiate based upon their needs.

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.)

Aligning Resources: Implications for Budget, Staffing, and Schedule
 Include Human and Fiscal Resources, with specific reference to scheduled and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Funding Source:

- Title I (professional development and professional reading materials)
- Tax Levy (professional development and professional reading materials)

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

ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR Indicators of Interim Progress and/or Accomplishment

- Agendas and sign in sheets.

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

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

- Student IEP's will be monitored and reviewed by administration.

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

- Student progress will be monitored using Assessment Pro.

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	3	0
1	13	0	N/A	N/A	0	0	5	0
2	10	13	N/A	N/A	0	0	2	0
3	49	49	N/A	N/A	0	0	2	0
4	45	32	25	0	0	0	5	0
5	28	25	0	0	0	0	2	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><u>A.I.S. Reading Program</u></p> <p>The Title 1 Reading/AIS teacher works with children in grades 3, 4, & 5 who scored on level 1 and level 2 on the ELA State-wide Test. The AIS teacher also provides AIS ELA service in grades 1, 2, 3 for those students who work below grade level on E-CLAS. These groups focus on all components of literacy (reading, writing, speaking, and listening). Students focus on acquiring comprehension strategies and fluency strategies through a variety of modes. The Title 1 Reading/AIS teacher serves as a resource for classroom teachers, helping them develop strategies to integrate reading, writing, speaking and listening into all curriculum areas. The Title 1 Reading/AIS teacher also provides professional development to staff in teaching comprehension strategies. The Title 1 Reading/AIS teacher articulates with classroom teachers to support instruction.</p> <p>The Title 1 Reading/AIS program works with students in grades 1, 2, 3, 4 & 5 by identifying and tailoring instruction to meet students’ specific needs. All students in grades 1-5 are served by a push-in and pull – out model. Instruction for identified students in grades 1-5 takes place in the classroom and in the Title 1 Reading/AIS room. The primary focal point of push-in whole-class lessons is to model teaching strategies for the classroom teacher. There is collaboration between the classroom teacher and the ELA AIS teacher. Both teachers analyze the NYS ELA test, Predictive Assessments/ACUITY and simulation tests. As a result of this analysis, the teachers decide which reading skills need to be strengthened. The Push-in Model then provides instruction in these skills, which may also lead to differentiated instruction where the ELA AIS teacher works with specific targeted children.</p> <p>The pullout model is used when both the classroom teacher and the AIS teacher agree that the targeted students may need more support in a specific skill and/or need more intensive small group instruction. Additional students may be referred to the Academic Intervention Team (AIT), which reviews the results of the NYS ELA test, and confers with the classroom teacher in order to make a decision regarding Tier 2 interventions. The AIS reading teacher then assesses the student herself using a combination of assessments such as the CORE Assessment</p>

and the Qualitative Reading Inventory-3 (QRI). Students then receive interventions based on their needs. Parents are notified when the intervention has begun and when it will end. The interventions correlate to the student's needs. Students will be re-assessed after approximately 8 weeks to determine whether the intervention should continue, discontinue or be modified.

AIS in ELA targets At-Risk students including Students with Disabilities:

- Tier I Intervention will be scheduled during the literacy period and during the Extended Day (37½) period for differentiated instruction in all classes. The effectiveness of Tier I Interventions will be determined through frequent content and skills based data analysis, ECLAS findings and input from the Inquiry Team findings. Students who are not benefiting from Tier I interventions will be recommended for Tier 2 intervention and/or the ELA Before-School and/or the ELA After-School Program.
- Tier II Interventions will be scheduled during the week depending on the needs of the students, whereby a specific differentiated instructional plan will be tailored to target students' unique academic needs.

AIS ELA for English Language Learners:

AIS in ESL in being implemented in several different ways:

- One 45 or 90 minute period per week for teachers whose program allow us to do so
- Differentiate instruction in all ESL classes – Tier I Intervention
Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be serviced through AIS , where a specific plan will be tailored to meet their unique needs.
- Tier I Interventions will be scheduled during one 45 minute periods per week during the ESL period, literacy period and the Extended Day (37 ½) period for differentiated instruction in all classes. Through frequent content and skills based assessment and ECLAS, including Inquiry Team findings, the effectiveness of Tier I interventions for ELLs will be determined.
- Tier II Interventions will take place in the ESL and/or AIS room. ELLs will be pulled out by the ESL teacher and the AIS teacher will pull-out and push-in (demonstration

	<p>lessons). The ESL and AIS teacher will provide a differentiated instructional plan that targets the unique needs of English Language Learners.</p>
<p>Mathematics:</p>	<p><u>A.I.S. Mathematics Program</u></p> <p>Our math curriculum for grades K-5 is the Everyday Math Program.</p> <p>It emphasizes higher order thinking skills and learning through the use of manipulatives. The math block consists of the following components: a mental math exercise, homework review, a developmental lesson, and the assignment for homework.</p> <p>All aspects of P.S. 102’s mathematics program are directed toward the improvement of math instruction and the enhancement of student learning for all children on all grade levels and with particular emphasis on the acquisition of strategies to improve achievement of students scoring in the first, second, and third levels on standardized tests. Our teaching staff employs a wide variety of methods and approaches, as delineated in the Action Plans, to improve the mathematics achievement of all our children.</p> <p>Serving children on level 1 and 2 in grades 3-5, the AIS Math teacher supports and works with small groups (grades 3-5) on computational error patterns, problem-solving strategies, integrating learning and testing, student generated projects, games and puzzles, in order to develop an understanding and appreciation of mathematics. The AIS Math teacher serves as a resource and model for classroom teachers. The AIS Math teacher articulates with classroom teachers to support instruction. In order to increase the number of students in grades 3-5 on levels 2 and 3, emphasis is placed on small group differentiated instruction during the math period. The teacher modifies instructional approaches based on feedback from student assessments and teacher recommendations.</p> <p>Serving children on level 1 and 2 in grades 3-5, the AIS Math teacher supports and works with small groups (grades 3-5) on computational error patterns, problem-solving strategies, integrating learning and testing, student generated projects, games and puzzles, in order to develop an understanding and appreciation of mathematics. The AIS Math teacher serves as a resource and model for classroom teachers. The AIS Math teacher articulates with classroom teachers to support instruction. In order to increase the number of students in grades 3-5 on levels 2 and 3, emphasis is placed on small group differentiated instruction during the math period. Ongoing assessment (Montgomery and Waters Assessment for grade 3 ONLY) of students determines the composition of small groups. The teacher modifies instructional approaches based on feedback from student assessments and teacher recommendations.</p>

The AIS Math Program employs a pullout and push-in model. The AIS Math teacher serves all students in grades 3-5 who have been identified as scoring in the first and second levels on standardized math tests. The AIS Math teacher works with these children in intensive smaller groups according to a pull-out model and based on results of previous test scores and teacher recommendation. The AIS Math teacher also does regular whole-class push-in lessons to model teaching strategies for the classroom teachers.

AIS in Math targets At-Risk students including Students with Disabilities (SWD):

- Tier I Intervention will be scheduled during the math period and during the Extended Day (37 ½) period for differentiated instruction in all classes. The effectiveness of Tier I Intervention will be determined through frequent content and skills based data analysis, Math benchmark assessment findings, and input from the Inquiry Team findings. Students who are not benefiting from Tier I interventions will be recommended for Tier 2 intervention and/or the Math Before School and/or the Math After-School Program.
- Tier II Intervention will be scheduled for one 45 minute period per week in the AIS room and the Math Before -School Program and the Math After-School Program, where a specific differentiated instructional plan will be tailored to target students' unique academic needs.

AIS in Math for English Language Learners:

AIS in math is being implemented in several different ways:

- One 45 or 90 minute period per week for teachers whose program allow us to do so
- Differentiate instruction in all math classes -- Tier I intervention

Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be services through the new AIS lab, where a specific plan will be tailored to meet their unique needs

- Tier I Interventions will be scheduled during one 45 minute periods per week during the Math period, Math period and the Extended Day (37 ½) period for differentiated instruction in all classes. Through frequent content and skills based assessment and Math benchmark assessments, including Inquiry Team findings, the effectiveness of Tier I interventions for ELLs will be determined.

	<ul style="list-style-type: none"> • Tier II Interventions will take place in the ESL and/or AIS room. ELLs will be pulled out by the ESL teacher and the AIS teacher will pull-out and push-in (demonstration lessons). The ESL and AIS teacher will provide a differentiated instructional plan that targets the unique needs of English Language Learners. • Tier II Interventions will be scheduled for three days, 1 ½ hours each day during the Math Before-School Program and/or the Math After-School Program, where a specific differentiated instructional plan will be tailored to target students' unique academic needs.
Science:	<p>Mathematics, English Language Arts, and Technology are infused throughout the Science curriculum. Students read related nonfiction materials, explain observations, participate in discussions, record data and produce reports explaining their findings after they have researched a topic. The science program emphasizes and enhances critical thinking skills. The utilization of the scientific method creates a body of thinkers with the ability to solve problems successfully. Inquiry-based lessons in small groups allow students to practice problem-solving skills, develop positive attitudes toward Science, and improve Science literacy.</p> <p>During the extended day period the Science cluster meets with a small group of children three times a week in grades 3-5 to provide reinforcement in Science skills, instruction, and hands on activities.</p>
Social Studies:	<p>Using the New York City Performance Standards in Social Studies, the National Educational Technology Standards, and the social studies framework, the social studies program integrates the curriculum areas through thematic units. Read Aloud, biographies, poetry, and nonfiction books will be used to introduce and reinforce both reading skills and social studies concepts. Using technology, students will create timelines, graphs, and maps to help chart important historical events throughout history. Students in the upper grades will employ and extend their computer skills as they conduct research and publish individual PowerPoint presentations on various topics in history. Projects are assessed through teacher observations and checklists. Fourth and fifth graders will use the Social Studies Coach Book to further extend the use and understanding of document –based questions.</p> <p>During the extended day period the classroom teacher and/or support staff meet with a small group of children three times a week in grades 3-5 to provide reinforcement in Social Studies skills, instruction, and hands on activities.</p>

At-risk Services Provided by the Guidance Counselor:	The school Social Worker provides at risk services and works five (5) days a week, full time.
At-risk Services Provided by the School Psychologist:	The school psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services. At-risk services are determined on a needs basis per child. At-risk counseling is provided to students and families who exhibit emotional needs and short term care.
At-risk Services Provided by the Social Worker:	Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-risk Health-related Services:	Health related services are offered during the school day, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades K-5. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. At - risk services are determined on a needs basis per child. At risk health related services are provided to students and families who exhibit health needs and referrals.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s): K-5 **Number of Students to be Served:** 59 **LEP:** 1 **Non-LEP:** 1 (At-Risk)

Number of Teachers: 1 **Other Staff (Specify):** N/A

School Building Instructional Program/Professional Development Overview

Title III - The ELA & Math After-School Program

One (1) certified bilingual teacher will provide supplemental instruction to those students in the third (3rd) grade, who attend the ELA/Math & Social Studies After-School Program.

The ELA/Math & Social Studies After-School Program will help to build students' communicative language abilities in English. The students are pre-tested and their progress is monitored by the program's assessment tool allowing for the After-School Bilingual teacher to differentiate student instruction. The lessons are aligned with the State's standards to further assist teachers' instructional planning.

The After-School teacher works with a small group of children. In ELA, the primary focus will be on all components of literacy (reading, writing, speaking, and listening). Students focus on acquiring comprehension strategies through a variety of modes. The After-School teacher also implements strategies that integrate reading, writing, speaking and listening into all curriculum areas. In Math, all aspects of the mathematics program are directed toward the improvement of math instruction and the enhancement of student learning for all children with particular emphasis on the acquisition of strategies to improve achievement of students so that they meet the benchmark assessments in ELA and Math. ESL strategies will be used through the content area of Social Studies, which are part of the Common Core Standards. Students will build academic language by utilizing Social Studies texts.

The After-School activity will also create opportunities for children to be active in their own learning. The literature used will include fiction and non-fiction books. Some of the book include social studies and science based themes in grade two (2) and grade three (3). The themes in science include topics (on varying levels by grade) such as plants, weather, space, forces and energy. The social studies content area will include topics (on varying instructional levels) such as: Myself and Others, My Family and Other Families; Now and Long Ago, My Community and Other U.S. Communities, Communities Around the World; Learning about People and Places, Local History.

The teacher, who teaches the third (3rd) grade Title 3 ELA/Math & Social Studies After-School Program and who has bilingual certification, will continue to create a positive learning environment using varied literature. The school library will be a resource for theme

based literature. This literature will also be used by students in listening centers in the ELA After-School Program. Several reading books will include social studies and science based themes in non-fiction form and will include CD's that students will engage with at the computer activity center and/or listening center. The school library books, classroom library books, and some Spanish storybooks will be integrated into the program so as to enrich the students' language acquisition. Our students will be engaged in processing their second language by using hands-on activities such as drama, role-playing, poetry recital, and other pertinent instructional approaches.

The teacher in the Title 3 ELA/Math & Social Studies After-School Program for grade 3 will also utilize technology such as computers, laptops, listening centers, audio-visual devices, Smart Board and/or overhead projectors. The portability of the laptops is practical for small group instruction or student partnerships. The teacher will provide a technology rich learning environment and will show evidence in lesson plans when integrating technology into the ELA/Math & Social Studies curricula for the Title III After-School Program. The Title 3 After-School Program requires the use of laptops/ computers so that students can improve their research skills and writing skills as well as their math skills. In addition, the use of the listening centers will improve the students' auditory and language skills. The overall use of technology will allow for the integration of science and social studies curricula and will enhance students' skills in ELA, and Math specific to the Title III After-School Program. The use of technology also provides students with basic computer skills so that they can produce technology enhanced projects and so that they can create electronic projects portfolios.

Hence, the Title 3 After-School Program will implement the usage of technology so that it can result in higher student achievement, improvement in the ELA NYS Test, Math NYS Test and the NYSELAT Test. Because English Language Arts, Mathematics, and Technology are infused throughout the curricula, we will continue to implement educational reforms as an outgrowth of integrating technology into the curriculum so that critical thinking skills are enhanced in the ELA/Math & Social Studies After-School Program. The utilization of the technology creates a body of thinkers with the ability to solve problems successfully and it allows for interdisciplinary and Inquiry-based lessons.

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.

Professional Development Program

Staff Development (2010-2011 activities):

AT NO COST TO TITLE 3, the ESL teacher will continue to attend and participate in professional development activities facilitated by the ESL/ELL Department in ISC.

AT NO COST TO TITLE 3, the ESL teacher and classroom teachers will continue to attend and participate in professional development activities sponsored by the CFN- 607 for 2010-2011 such as:

- **Translating IEP Goals to Reality in an Inclusive Setting**
- **Understanding the Core Curriculum Standards**
- **Aligning the Core Curriculum with the state standards**
- **TC Inclusive Classrooms Project Flexible Services Support**

AT NO COST TO TITLE 3, the ESL and classroom teachers will continue to attend and participate in professional development activities facilitated by the school, PS 102, for 2010-2011 such as:

- **Introduction of the new Core Standards**
- **Reviewing Grade Specific Core Standards**
- **Weekly Inquiry Team grade meetings**
- **Math Core Overview**
- **Math Assessments**
- **E-CLAS training**
- **Looking at the E-CLAS results and using the data to drive instruction**
- **Studio in a School**
- **Weekly AIS and PPT meeting**
- **Science standards**
- **Science training**
- **Technology – Standards based**
- **Technology Best Practices**
- **How to Write Annual Goals for the IEPs**
- **Foundations**
- **LCSI**
- **Social Studies in the Lower Grades**
- **Response to Literature**
- **Education through Music**
- **Simple Solutions in 2nd grade only**

At NO COST TO TITLE III, Writing Fundamentals will offer the following Professional Development workshops in writing, and ELA:

Writing Fundamentals

- **Writing Fundamentals: 1 Full-Day Kick-Off workshop to launch the Writing Units and Testing Fundamentals**
 - K-2 teachers WF Intro (approx. 2 hrs)
 - 3-4 teachers WF Intro (approx. 2 hrs)
 - 3-5 teachers TF Intro (approx. 2 hrs)
 - **Full Day Workshops will cover:**
 - **Introduction of Writing and Testing Fundamentals Materials (What's in each Unit?);**
 - **Immersion: Getting to know the Touchstone Texts;**
 - **Preparing to Teach: The architecture of the mini-lessons;**
 - **Purpose and Outcomes: Modeling mini-lessons and understanding the learning objectives;**
 - **WF: The Writing Process as the framework of each Unit;**
 - **TF: Incorporating Testing Fundamentals into the Reader's Workshop;**
 - **Conferring: Conference questions and using conferences to assess students and plan follow-up mini-lessons;**
 - **Assessment: Utilizing the student evaluations and rubrics in Writing Fundamentals and the Testing Fundamentals Student Practice Test Packets**
- **3 Full Days of On Site, Professional Development Support**
 - **Writing Fundamentals: 1 day teachers Grades K-1**
 - **Writing Fundamentals: 1 day teachers Grades 2-4**
 - **Testing Fundamentals: 1 day teachers Grades 3-5**
 - **On-Site Support will be tailored to meet the specific needs and objectives of the teachers and students, and will include:**
 - **Understanding Immersion: Getting to know the Touchstone Texts;**
 - **Examine and define the stages of the writing process, and the 4 units of Study in Testing Fundamentals, and map out a timeline for each Writing/Testing Unit of Study;**
 - **In class demonstration mini-lesson modeling;**
 - **Focus on best practices when modeling mini-lessons and student conferences;**
 - **Assess student work through conferences, Writing Fundamentals evaluations, and Testing Fundamentals Student Practice Test Packets and using assessments to differentiate and drive instruction;**
 - **Extend the Units: Teachers will learn to develop and incorporate mini-lessons and touchstone texts of their own, and adapt Writing/Testing Fundamentals to best meet the needs of their individual students.**

- **Description of a typical day of on-site support:**
 - **Morning workshop:** Teachers and consultant share how the work is progressing, examine student writing, study the touchstone text, and review the content of the unit, particularly upcoming mini-lessons to ensure teachers understand purpose and methods.
 - **Afternoon Lab Site Demonstration:** Consultant models mini-lessons and conferring in one of the grade level classrooms.
 - **Reconvene/Debrief:** Teachers reconvene to reflect and discuss observations, ask questions and plan next steps.

Writing Fundamentals will also provide:

Professional Development Days

October 26 - Tuesday

Grades 3 and 4 – Introductory Workshop

- Grade 3 - Personal Narrative Unit
- Grade 4 - Essay Unit

November 10th – Wednesday

Grades k – 2 - Introductory Workshop

- Grade k – Functional Writing Unit

- Grade 1 – Realistic Fiction Unit
- Grade 2 – Biography Unit

January 11th - Tuesday

Grades 3 -5 Testing Fundamentals Introductory

April 6th – Wednesday

Grades k – 2 – Writing Fundamentals Unit Overview

- Grade k – Donald Crews
- Grade 1 – Poetry
- Grade 2 - Folktales

AT NO COST TO TITLE 3, the ESL and classroom teachers will continue to attend and participate in professional development activities sponsored by the Simple Solutions for 2010-2011 such as:

- **Using Grammar in the Classroom**

At NO COST TO TITLE III and throughout the school year, the Department of Education continuously offers workshops based on Bilingual and ELL topics.

At NO COST TO TITLE III, Teaching Matters will offer the following Professional Development workshops in technology, writing, and ELA:

Professional Learning Opportunities

Office of Educational Technology

OETM: (PDN) Innovate My Class with Flip Cams and Digital Cameras

Participants will learn about using Flip Cams and Digital Cameras in their teaching practice

PDN Grant Teachers, Course # 051-11-035-013

Location: Harlem Renaissance Training Center

Start Date: Oct 20 2010 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Innovate My Class with Flip Cams and Digital Cameras

Participants will learn about using Flip Cams and Digital Cameras in their teaching practice

Technology Liaisons and Library Media Specialists, Course # 051-11-035-014

Location: Harlem Renaissance Training Center

Start Date: Oct 27 2010 8:30AM

Office of Educational Technology

OETM (PDN) Writing Response To Literature

Teachers learn to teach writing about reading, an essential genre for the ELA test. Teachers will apply technology and pedagogical skills learned in Mastering Essentials to this new genre unit. Participants must have completed Mastering the Essentials to be eligible to participate in this class.

, Course # 051-10-035-684

Location: Teaching Matters Inc

Start Date: Nov 2 2010 8:30AM

Office of Educational Technology

OETM: (PDN) Innovate My Class with Pencasting and Screencasting

Participants will learn about how to innovate their teaching practice using LiveScribe Pens, also known as Pencasting. In addition they will learn how to use free Screencasting online tools to create tutorials for instruction.

PDN Grant Teachers, Course # 051-11-035-002

Location: Harlem Renaissance Training Center

Start Date: Nov 10 2010 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Innovate My Class with Pencasting and Screencasting

Participants will learn about how to innovate their teaching practice using LiveScribe Pens, also known as Pencasting. In addition they will learn how to use free Screencasting online tools to create tutorials for instruction.

Technology Liaisons & Library Media Specialists, Course # 051-11-035-003

Location: Harlem Renaissance Training Center

Start Date: Nov 17 2010 8:30AM

Office of Educational Technology

OETM: (PDN) Innovate My Class using iTouches and Podcasting

Participants will learn how to incorporate iTouches into their classroom environment. Suggestions for best practices and educational applications will be discussed. Participants will also be introduced to creating podcasts for educational use.

PDN Grant Teachers, Course # 051-11-035-006

Location: Harlem Renaissance Training Center

Start Date: Dec 15 2010 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Innovate My Class using iTouches and Podcasting

Participants will learn how to incorporate iTouches into their classroom environment. Suggestions for best practices and educational applications will be discussed. Participants will also be introduced to creating podcasts for educational use.

Technology Liaisons & Library Media Specialists, Course # 051-11-035-011

Location: Harlem Renaissance Training Center

Start Date: Dec 22 2010 8:30AM

Office of Educational Technology

OETM: (PDN) Partnering with Our Digital Natives to Create a Student Support Team

To utilize their students to create technology support teams for their schools

PDN Grant Teachers, Course # 051-11-035-017

Location: Harlem Renaissance Training Center

Start Date: Jan 12 2011 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Partnering with Our Digital Natives to Create a Student Support Team

To utilize their students to create technology support teams for their schools

Technology Liaisons and Library Media Specialists, Course # 051-11-035-018

Location: Harlem Renaissance Training Center

Start Date: Jan 19 2011 8:30AM

Office of Educational Technology

OETM (PDN) Writing Response To Literature

Teachers learn to teach writing about reading, an essential genre for the ELA test. Teachers will apply technology and pedagogical skills learned in Mastering Essentials to this new genre unit. Participants must have completed Mastering the Essentials to be eligible to participate in this class.

, Course # 051-10-035-683

Location: Teaching Matters Inc

Start Date: Feb 9 2011 8:30AM

Office of Educational Technology

OETM: (PDN) Innovate My Class with Student Response Systems

Introduction to using Student Response Systems to innovate teaching practice.

PDN Grant Teachers, Course # 051-11-035-007

Location: Harlem Renaissance Training Center

Start Date: Feb 9 2011 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Innovate My Class with Student Response Systems

Introduction to using Student Response Systems to innovate teaching practice.

Technology Liaisons and Library/ Media, Course # 051-11-035-001

Location: Harlem Renaissance Training Center

Start Date: Feb 16 2011 8:30AM

Office of Educational Technology

OETM: (PDN) Innovate My Class with Document Cameras and Interactive Whiteboards

Introduction to using Document Cameras and Interactive White boards to innovate teaching practice

PDN Grant Teachers, Course # 051-11-035-008

Location: Harlem Renaissance Training Center

Start Date: Mar 9 2011 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Innovate My Class with Document Cameras and Interactive Whiteboards

Introduction to using Document Cameras and Interactive White boards to innovate teaching practice

Technology Liaisons and Library Media Specialists, Course # 051-11-035-009

Location: Harlem Renaissance Training Center

Start Date: Mar 16 2011 8:30AM

Office of Educational Technology

OETM: (PDN) Get Going with Google Apps

Introduction to using Google for Educators to innovate teaching practice.

PDN Grant Teachers, Course # 051-11-035-005
Location: Harlem Renaissance Training Center
Start Date: Apr 6 2011 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Get Going with Google Apps

Introduction to using Google for Educators to innovate teaching practice.

Technology Liaisons, Library Media Specialists, Course # 051-11-035-016
Location: Harlem Renaissance Training Center
Start Date: Apr 13 2011 8:30AM

Office of Educational Technology

OETM: (PDN) Innovate My Class with Blogs and Wikis

Introduction to using Blogs and Wikis to innovate their teaching practice

PDN Grant Teachers, Course # 051-11-035-010
Location: Harlem Renaissance Training Center
Start Date: May 18 2011 8:30AM

Office of Educational Technology

OETM: (Tech Liaisons) Innovate My Class with Blogs and Wikis

Introduction to using Blogs and Wikis to innovate their teaching practice

Technology Liaisons and Library Media Specialists, Course # 051-11-035-012
Location: Harlem Renaissance Training Center
Start Date: May 25 2011 8:30AM

Office of Educational Technology

OETM (PDN) Assessment of Writing 2

Teachers will participate in an end of year assessment norming session. Then they will score their end-of-year writing assessments. They will input the resulting data into their Writing Matters Assessment Tracker and discuss the implications of that data.

, Course # 051-11-035-015

Location: Harlem Renaissance Training Center

Start Date: Jun 8 2011 8:30AM

**At NO COST TO TITLE III and throughout the school year, Teachers' College continuously offers workshops such as:
Conference Day Descriptions**

Conference 1 (Two days)*

Anne Palmer or Britt Hamre and Erika Hughes Hooper

Day One

Building Community in an Inclusive Classroom: Creating a Supportive, Cooperative Community with High Expectations

This conference day is the first in a 2-day workshop that focuses on building inclusive, nurturing communities with high expectations. The basic premise behind this first day is that if teachers facilitate the establishment of a strong and inclusive community that is accepting of all student differences, behavior management challenges will be greatly reduced. Specifically, this workshop will emphasize strategies for creating a cohesive community of diverse learners, how to set up clear classroom expectations for behavior, discuss and generate classroom guidelines, learn strategies

for proactively preventing conflicts and behavior problems, and establish routines. Classroom-wide problem solving for all children will also be addressed.

Day Two

Building Community in an Inclusive Classroom: Minimizing Challenging Behavior with Confidence

This conference day is designed to follow Building Community in an Inclusive Classroom: Day One. After having time to implement the strategies covered during Day One (effective rules, establishing routines, classroom environment, preventing problem behaviors), teachers will learn how to address challenging behaviors that persist in the classroom. Teachers will learn about different methods for data collection (anecdotal recording, frequency counting, time sampling, and duration recording) as well as how to select an appropriate collection method, implement a behavior plan (classroom-wide and individual), evaluate the plan's effectiveness and, eventually, wean students from the plan. Teachers will receive templates for various methods of data collection and for sample behavior plans including shaping plans, home/school collaboration, token economies, and student self-reflection forms. Teachers will have time to brainstorm and customize templates for their individual classrooms during the workshop.

*These two days build upon each other and, therefore schools will pick a pair of days where the same teachers attend both days in the sequence.

Grades K-5

Choice 1: Sept. 27 and Oct 27

Choice 2: Oct. 1 and Oct. 29

Grades 6-12

Choice 3: Oct. 4 and Nov. 15

Choice 4: Oct. 8 and Nov. 17

Conference 2 (One Day)

Anne Palmer or Katie Mullaney and Britt Hamre or Erika Hughes Hooper

Co-Teaching Models and Support Structures in Classrooms with More Than One Adult

This conference day on co-teaching models will support teachers and staff members in planning and enacting instruction for a full range of students where there is more than one adult working together in a classroom. We will discuss, model, and have participants begin to plan for the four main co-teaching models: supportive, duet, station, and parallel. Participants will also learn how to identify when and how to create flexible, differentiated, strategy groups for all children--particularly in literacy. Teachers will receive graphic organizers for planning and differentiating for each of these models of co-teaching.

Grades K-5: Oct. 13, Oct. 15, and Dec. 4 (Saturday)

Grades 6-12: Oct. 18, Oct. 22, Dec. 10, and Dec. 13

Conference 3 (One Day)

Anne Palmer or Katie Mullaney and Erika Hughes Hooper

Collaborative Planning in an Inclusive Classroom Environment

This conference day will help special and general education teachers tackle one of the most challenging aspects of team teaching and supporting students in different classrooms: Planning!

Topics include:

Getting Started: What is the physical space like? What are the curricular interests/preferences of each teacher/adult? What are the strengths and weaknesses of each teacher?

Finding Time: When one special education teacher is supporting 8 students in various classrooms, how can s/he efficiently communicate and plan with the general education teachers?

Planning Together: What should be planned jointly? Which tasks can be broken down and planned separately? When planning is done separately, how do you communicate each person's task for a given lesson? Pyramid planning, backward planning, and utilizing Service Providers (speech, OT, PT) will also be discussed. Teachers will receive examples of visually concise weeklong and daily lesson plans for classrooms with more than one adult.

Grades K-5: Dec. 3, Feb. 5 (Saturday), and Mar. 26 (Saturday)

Grades 6-12: Dec. 6, Jan. 14, and Jan. 21

Conference 4 (One Day)

Anne Palmer or Britt Hamre and Erika Hughes Hooper

Universal Design for Learning - Planning for ALL Differences in the Classroom-Right From the Start

This workshop on universal design for learning, will support secondary content area teachers and special educators in creating curriculum and instruction that is accessible to a diverse array of students. Too often, supporting students with special needs in inclusive settings involves putting out fires and retrofitting solutions for struggling learners. Universal design for learning challenges educators to plan at the outset for students with a wide variety of abilities, disabilities, learning styles and backgrounds, rather than planning only for the “average” student. In this workshop, participants will explore the principles of universal design and will begin to apply these principals to plan interdisciplinary curricula and instruction that reduce barriers to learning and support the diverse needs of a broad range of learners.

Grades K-5: Jan. 24 and Jan. 31

Grades 6-12: Jan. 28 and Feb. 4

Conference 5 (One Day)

Anne Palmer or Britt Hamre and Erika Hughes Hooper

Teaching Critical Self-Advocacy Skills to College-Bound Students with Disabilities (High school only)

For college bound students with disabilities, learning to self-advocate is a critical skill and one that can mean the difference between making it to a college degree or dropping out. In this workshop on transition planning for college bound students with disabilities, secondary special education teachers, college counselors and guidance staff will explore the importance and how-to of teaching self-advocacy skills, how to include students as critical contributors to the IEP team and the nitty gritty of how students obtain support services in college. Participants in this workshop will leave armed with tools to empower their students with disabilities to take charge of their college experience.

Grades 9-12: Mar. 7

Conference 6 (One Day)

Anne Palmer or Britt Hamre and Erika Hughes Hooper

Translating IEP Goals to Reality in an Inclusive Setting

The challenges of creating and implementing meaningful IEP goals in inclusive settings are many. In this workshop for special education teachers working in inclusive settings, participants will learn how to write IEP goals that are both legally correct and meaningful, how to weave the implementation of students' goals in to the inclusive classroom setting, and how not to lose sight of goals amidst the weighty demands of daily classroom life.

Grades K-5: Feb. 7 and Feb. 11

Grades 6-12: Feb. 14 and Feb. 16

Conference 7 (One Day)

Megan Lawless and Britt Hamre (K-5) or Yolanda Sealey-Ruiz and Britt Hamre (6-12)

Rigor, Relevance, Relationships: Enacting Culturally Responsive Pedagogy

Nearly four decades of research in multicultural education (including culturally responsive pedagogy) confirm that a challenging and relevant curriculum, as well as meaningful relationships between teachers and their students, positively impacts academic and social outcomes for students. In this workshop, the presenters will engage teachers in an interactive dialogue and reflective process that situates the concepts of academic rigor, relevance, and relationships as integral elements of culturally responsive pedagogy.

Grades K-5: Feb. 3 and Mar. 4

Grades 6-12: Jan. 13 and Feb. 17

Conference 8 (One Day)

Cathy Rikhye and Erika Hughes Hooper

Shaking Up the Classroom: Multi-Level Instruction and Curriculum Adaptations

As the diversity of students in your classroom increases, there are new opportunities to differentiate instruction for particular students to reach the same or different goals. This workshop will consider whole class multi-level instructional practices and also focus on particular models for adapting curriculum for individual students across all ages and grades. Participants will have an opportunity to put the models they learn in this workshop into practice using case studies.

Grades K-5: Feb. 10

Grades 6-12: Mar. 3

Conference 9 (One Day)

A. Lin Goodwin

Using Formative Assessments to Inform Teaching, Invite Learning, and Increase Understanding

This workshop will address a perennial challenge experienced by most teachers: meeting multiple academic needs and maximizing learning given classrooms filled with diverse and unique students and the demands of state curriculum standards. Through a variety of activities, demonstrations, and mini-lessons, teachers will: a) explore common misconceptions of assessment that impede learning and learners; b) understand the role of formative assessment (vs. summative assessment) in supporting and informing teaching and learning; c) develop a repertoire of simple assessment tools, methods and strategies that can be easily integrated into any classroom; and d) learn how to analyze assessment data for the purpose of modifying and improving instruction, connecting to learners, and enriching the curriculum.

Grades K-5: Jan. 28, Mar. 25 and May 20

Conference 10 (One Day)

Anne Palmer or Britt Hamre and Erika Hughes Hooper

Teacher Assistants: Crucial Members of the Classroom Team

Teacher assistants/Paraprofessionals are critical participants when creating classrooms that are inclusive of all students. This workshop is specifically designed for paraprofessionals/teacher assistants and the teachers they are paired with that work with students with disabilities in a variety of contexts (i.e. general education classrooms and self-contained classrooms). This workshop will focus on how to support and encourage the engagement of children with I.E.P.s in the classroom activities, while simultaneously facilitating the student's independence. The workshop will cover techniques for documenting children's learning, communication structures between paraprofessionals and teachers, and supporting the classroom management routines of the teacher.

Grades K-5: Mar. 14

Grades 6-12: Mar. 18

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

PARENT and COMMUNITY PARTICIPATION

1. Title III -The Adult ESL Parental Academy

Introduction of the Adult ESL Parental Academy

The Adult ESL Parental Program for parents of Bilingual and ELL children was designed as an ESL Academy (Adult Education Program). The aim of the program is to improve participants' language skills by using daily situations and everyday vocabulary. Another objective is to build the confidence of the adults so that they can communicate in English through abundant practice, parent – to – parent interchange and animated conversation topics.

The level of language proficiency ranged from high beginning to low intermediate. Grammar points are explained within the context of communication. Essential vocabulary for everyday living is introduced with each lesson. There is a reading and writing component to develop skills in those areas, although the main thrust of the program is to develop oral communication skills.

One goal of the program is to enable parents to communicate with their children's teacher so that they will be able to express any concerns they may have. Emphasis is given to written communication such as forms, flyers, lunch applications, permission slips (field trips), authorization forms (for the purpose of a psychological or educational evaluation).

Other topics that are discussed during the course of the program are:

- Telling time
- Shopping at the Supermarket
- Work Related Vocabulary
- Health (clinic/hospital)
- Around the City (library, museums, exhibits, etc)
- Family and Friends
- Helping Your Child with Homework
- Technology

- ESL

2. Description of Adult ESL Parental Academy

The Adult ESL Parental Academy projected commencement date will be in January 2011 and will end in May 2011 (pending funding availability).

Ms. Vanessa Gangas-Hefa, certified Bilingual Teacher, will instruct parents in the following areas:

Target Group/Population:

- Parents of the school community who are at beginning, high beginning, and low intermediate

Program Objectives:

- Communicate naturally, effectively, and confidently
- Acquire valuable vocabulary
- Practice grammar in communicative contexts
- Develop reading and writing skills
- Develop and implement technology skills

Themes of Study:

- Personal Information
- At School: Communication with teachers
- Learning your Child's Curricula
- Friends and Family
- Health
- Around the city
- Time shopping
- Work Leisure
- Technology
- ESL

Materials:

- Workbooks with audio CD

- Class audio cassettes
- Laptops

Language:

- English & Spanish

Methods:

The goals and objectives of the **Adult ESL Parental Program** for Adults at the beginning and low intermediate levels of English acquisition will be met through the following methods:

- Integrated lessons on speaking, vocabulary, pronunciation, listening, reading, and writing with high interest themes
- Natural conversational language and speaking strategies
- Supported task-based listening activities to build learner's confidence
- Focus on both accuracy and fluency

Lessons & Skills:

- Basic English Language Instruction for Daily living
- Grammatical Exercises
- Pronunciation Activities
- Improve Communication Skills with Teachers and in the Community
- Technology – Improving Technology Skills
- The Use of Technology to support their child's learning
- Usage of laptops to increase auditory and communication skills
- Usage of laptops to complete grammar exercises
- Usage of Listening Center to increase communication skills, fluency, auditory skills, and reading comprehension
- Understanding the New York State ELA and Math Standards
- Supporting their child's learning in ELA and Mathematics
- Helping their child become a better reader
- Making the home-school connection
- How to monitor your child's progress
- How to assist your child with homework

- Understanding the “School Report Card”

Essential Questions:

- How to improve the students’ and parents’ language skills to use in their daily lives
- How to build confidence to communicate effectively
- How to improve pronunciation of the English language

<i>Parent Involvement</i>
Goal: Parents will participate in <u>Adult ESL workshops</u> (At NO cost to Title III) throughout the school year, September 2010 – June 2011 projected dates
Parents will participate in <u>The Adult ESL Parental Academy</u>, Title III funding, January 2011 - May 2011 (pending Title III funding) projected dates and other related workshops and school functions
Objectives: <ul style="list-style-type: none"> • By June 2011, parental involvement in all school wide activities will have increased by 10%.
Description of Proposed Parent Involvement Program: Our goal is to increase the parents’ understanding of the new initiatives and standards in curriculum and school programs as well as provide information that addresses their legal rights and responsibilities. Workshops and the <u>Adult ESL Parental Academy</u> will assist parents in developing and strengthening the parent/teacher relationship and further their academic skills, so as to become educational facilitators on their children’s behalf. Parents will be provided with workshops in: <ul style="list-style-type: none"> • The use of computer technology and software to support their child’s and their own learning • The use of “Listening Centers” to develop auditory, fluency, and conversational skills • The New York State ELA and Math Standards and Curriculum

- Supporting their child’s learning in ELA and Mathematics
- Helping their child become a better reader
- Making the home-school connection

Form TIII – A (1)(b)

School: P.S. 102 BEDS Code: 310400010102

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

Title 3 Total Allocation: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure

<p>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</p> <p>Professional Salaries for After-School Program</p> <p>Professional Salaries for Parent/Community Involvement – Adult ESL Parental Involvement Academy</p> <p>GRANDTOTAL</p>	<p>\$6,165.39</p> <p>\$2,834.61</p> <p>TOTAL: \$9,000.00</p>	<p><u>ELA & Math After- School Program.</u> One (1) Bilingual Teacher per session for approximately 16 Bilingual / ELL third (3rd) grade students & third (3rd) grade At-Risk ELL students at P.S. 102 - contingent upon enrollment, for a total of 124 hours @\$49.73 per hour = \$6,165.539 January 2011 – May 2011 (projected dates) Monday, Wednesday & Thursday</p> <p><u>The Adult ESL Parental Involvement Academy</u> One (1) Bilingual teacher per session for 57 hours @\$49.73 per hour = \$2,834.61 January 2011 – May 2011 (projected dates) Friday</p> <p>GRAND TOTAL: \$9,000.00</p>
<p>Purchased services such as curriculum and staff development contracts</p>	<p>N/A</p>	
<p>Supplies and materials</p> <p>Students’ Instructional Materials TOTAL</p>	<p>\$4,500.00</p>	<p>Instructional materials for the ELA/Math & Social Studies After School Program: <i>Leveled books, books on tape, headphones, cassette recorders, math workbooks, Social Studies trade books and texts</i></p>
<p>Travel</p>	<p>N/A</p>	
<p>Other(equipment)</p>		<p>Third (3rd) ELL students as well as adults (parents/guardians) will also use technology to reinforce and enhance their</p>

<ul style="list-style-type: none"> (2) Lenovo - 39: Cenl - 356-166-294 708-900-478 1 GB, RAM, 16 GB HD, BLACK, 1 YR, @\$628.00 EACH: Total \$1256.00 <p>Cables, cords, and adapters:\$244.00</p>		reading, listening, writing, math skills and social studies and they will develop and implement technology skills in the ELA/Math Social Studies After-School Program and in the Adult ESL Class
TOTAL:	\$1,500.00	
GRAND TOTAL	\$15,000.00	

SECTION XVII
BUDGET NARRATIVE

School District: 4

BEDS Code: 310400010102

For Title III

School Year: 2010-2011

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2010-2011, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-11.

Additionally, on the Budget Narrative and FS-11, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	<p><u>ELA & Math After- School Program.</u> One (1) Bilingual Teacher per session for approximately 15 ELL third (3rd) Grade students and third (3rd) grade At-Risk ELL students at P.S. 102 – contingent upon enrollment, for a total of 124 hours @\$49.73 per hour = \$6,165.39 January 2011 – May 2011 (projected dates) Monday, Wednesday & Thursday</p> <p><u>The Adult ESL Parental Involvement Academy</u> One (1) Bilingual teacher per session for 57 hours @\$49.73 per hour = \$2,834.61 January 2011 – May 2011 (projected dates) Friday</p> <p>GRAND TOTAL: \$9, 000.00</p>
Code 16 Support Staff Salaries	<i>N/A</i>
Code 16 Support Staff Salaries	<i>N/A</i>
Code 40 Purchased Services	<i>N/A</i>
Code 45 Supplies and Materials	<p><i>Instructional materials (books) for the ELA & Math After- School Program.</i> <i>Leveled books, books on tape, headphones, cassette recorders, math workbooks</i> <i>\$4,500.00</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 80 Employee Benefits	<i>N/A</i>
Code 90 Indirect Cost	<i>N/A</i>
Code 49 BOCES Services	<i>N/A</i>
Code 20 Equipment	<ul style="list-style-type: none"> • (2) Lenovo - 39: Cenl - 356-166-294 708-900-478 1 GB, RAM, 16 GB HD, BLACK, 1 YR, @\$628.00 EACH: Total \$1256, 00 <p>Cables, cords, and adapters: Total: 244.00</p> <p>GRAND TOTAL: \$1,500.00</p>

SAMPLE

Section III. Title III Budget

School: _____ **BEDS Code:** _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The HILS Survey and the blue emergency card will be used as indicators to determine the home language of the family so that appropriate written translation and oral interpretation for school events such as school notices, report cards, assembly programs, workshops , parent teacher conferences and meetings can be conducted throughout the school year.

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.

Our findings showed we had an influx of children of Hispanic descent whose parents required Spanish written translation and Spanish oral interpretation. For the in-house PTA meetings the parent coordinator was used as a translator to report language concerns to the school community.

Part B: Strategies and Activities

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

The in- house Bilingual Parent Coordinator will be paid per session to translate (Spanish), in writing, all school documents in a timely fashion, on a needs basis.

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.

The in- house Bilingual Parent Coordinator, school administrator, ESL teacher, school psychologist, Bilingual Speech Therapist, and the Healthy School Coordinator may serve as oral interpreters for school events such as assembly programs, workshops , parent teacher conferences and meetings can be conducted throughout the school year, on a needs basis.

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>.

In accordance with the Chancellor's Regulation A-663, parents who are in need of oral and written translation other than in Spanish will be initially directed to the Bilingual Parent Coordinator. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: ESL teacher, bilingual school psychologist, bilingual social worker, bilingual coordinator of the Healthy School Program and/or the Assistant Principal. The parents will be referred to the Translation and Interpretation unit of the Department of Education as a last resort. The school will contact the Translation and Interpretation unit to arrange for an appointment for the parent.

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:	352,608	2,899	355,507.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,526.08	0	3,526.08
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,630.40	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,260.80	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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.

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.	
ACTION STEP – WHAT needs to be done to accomplish goal? ➤ Refer to specific actions, strategies, and activities described in Part B.	To implement parental activities that address needs and interests
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Monthly parent meetings from September 2010 - June 2011
BY WHOM? ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)	Parents who require oral translation and interpretation in Spanish will be directed to the Parent Coordinator or ESL teacher of the school. Alternate staff members who can assist parents in the oral and written translation and interpretation in Spanish may be directed to speak to the following people: bilingual school psychologist, bilingual social worker, bilingual coordinator of the Healthy School Program, and the Assistant Principal on a needs basis.

<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<ul style="list-style-type: none"> • Tax Levy • Title 1
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<ul style="list-style-type: none"> ➤ Parental participation in school functions and celebrations will increase by 10% ➤ Greater participation in committees that shape and support school policies. ➤ 25% of the parents will respond to the parent survey ➤ A general evaluation form will be generated and distributed after every workshop.

P.S.102 PARENTAL INVOLVEMENT POLICY

We, the administrators, staff and teachers of P.S. 102, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that students' academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

That having been said, P.S. 102 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 102 will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 102 commits to:

1. **Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance**
2. **Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities**
3. **Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:**
 - a. **Explain to parents the requirements of these laws in simple, direct and understandable terms;**
 - b. **Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;**
 - c. **Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.**
4. **Informing and explaining to parents the New York City, New York State and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school**
5. **Informing and providing the parents with any training and materials available for them to help them work with their children**
6. **Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events**

7. **Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible**
8. **Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.**

P.S. 102 shall accomplish these goals through the following means:

1. **By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:**
 - a. **Monthly meetings of the general PTA membership;**
 - b. **Monthly meetings of the School Leadership Team;**
 - c. **Meetings of any standing PTA committees;**
 - d. **Meetings of any parental action committees as formed in accordance with PTA bylaws;**
 - e. **Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.**
 - f. **Planned for regular meetings of Title I parents.**
2. **By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through:**
 - a. **Regular attendance of parent-teacher conferences;**
 - b. **Reports to parents on their child's progress;**
 - c. **Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities.**
3. **By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:**
 - a. **A suggestion box;**
 - b. **A parking lot board at meetings;**
 - c. **An open door policy to the Parent Coordinator and Principal.**
4. **By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.**

General Expectations

PS 102 agrees to implement the following statutory requirements:

- **P.S. 102 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.**
- **P.S. 102 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.**
- **P.S. 102 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.**
- **P.S. 102 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.**
- **P.S. 102 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.**

Parent Activities to Support Planning and Implementation

Parent involvement is an essential component of student achievement in P.S. 102. Parents are provided with information regarding school events through notices, newsletters, and parent meetings. P.S. 102 offers a variety of activities to increase parental participation such as “Open House” and two musical concerts. Parent workshops are held to address parents’ concerns about the services their children receive at school and about ways in which parents can participate in their children’s educational growth. In addition to report cards, parents are sent monthly progress reports, which delineate the student’s academic improvement and success and personal and social development. Further, the PTA and Healthy Schools have established a professional relationship with the staff, parents, and students. They work together to support parents and provide educational information via workshops. Continuing a strong partnership with the school community and our parents is ongoing and instrumental to the success of P.S. 102

P.S. 102 Response:

P.S. 102 School-Parent Compact

The mission of P.S. 102 is to provide opportunities, in which all children will develop academically, socially, emotionally, physically, and culturally. All children will be expected to perform at high academic levels in a vigorous core curriculum (Pre-Kindergarten to 5th grade). We will develop ongoing partnerships that encourage and assist each child in reaching his/her highest potential. Our students will master the tools of technology, which will enable them to compete in a global society. It is our mission to prepare children to become functional and productive citizens of a global community who are able to interact positively in society as life long learners.

We, the students of P.S. 102, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

The school, parents, and children work cooperatively to provide for the successful education of all children and agree:

SCHOOL RESPONSIBILITIES

We, the administrators, teachers, staff and parents of P.S. 102 fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We will implement the following:

- To hold a meeting of all parents by the first week in October to inform parents of the instructional program as it is offered at P.S. 102
- To inform parents of their rights and responsibilities and their participation in their child's instructional program
- To provide high quality curriculum and instruction
- To deal with communication issues between teachers and parents through:
 - monthly family newsletters
 - reasonable access to staff
 - opportunities to participate and observe their child's class
- To convene an annual meeting of Title 1 parents to inform them of the Title 1 Program and the expectations that they will be involved
- To actively involve parents in planning, reviewing, and improving the Title 1 and Parent Involvement Program
- To encourage parents to join committees which will be involved in reviewing, planning, and improving the instructional programs
- To provide parents with timely information on programs
- To provide performance profiles and individual student assessment results for each child and other school related information
- To provide parents with student monthly progress reports except for report card months
- To provide for effective parent-school communications by giving sufficient notice of Parent-Teacher Conferences, frequent reports to parents, reasonable means to speak to the staff and varied opportunities to volunteer and participate in their child's classroom activities
- To provide opportunities for parents and to assure parents that they may participate in appropriate developmental activities, literacy workshops on reading strategies and test preparation, parents and partners in reading, family math, ESL classes, and other school related workshops
- To work together with the entire school community through the School Leadership Team in order to provide optimal educational experiences for children
- Show respect for each child and his/her family, each teacher and staff member
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents
- Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the students and one another
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback
- Provide clear, frequent and regular communication channels between myself and the teachers/staff
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment
- Celebrate individual student's, teacher's and staff member's success with the entire school community

- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance
 - Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved
 - Give parents and students opportunities to participate in school governance
 - Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy
 - Provide parents with information about all programs
 - Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results
 - Provide parents with all pertinent individual, regional and department of education information
 - Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; student progress reports as warranted; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate
 - Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.
-

Principal's Signature: _____ **Date:** _____

PARENT RESPONSIBILITIES

- Provide a quiet place to do homework
- Set aside a specific time to do homework
- Require and monitor homework on a daily basis
- Study areas should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Review homework assignments to check for understanding and accuracy
- Be available to assist
- Maintain a Home/School communication folder and check it on a daily basis
- Encourage positive attitudes toward school
- Require and monitor school attendance
- Attend Parent-Teacher conferences
- Respond to school notes, letters, or telephone call sent home by the school
- Ask parents and parent groups to provide information to the schools on what kind of assistance they need to help them be more effective parents in assisting their children educationally
- Become involved in developing, implementing, evaluating and revising the School Parent Involvement Policy Plan
- Use or ask for technical assistance training that the school may offer on effective parent practices
- Support our school by working with their children on their schoolwork and reading to them and by having them read us
- Share in the responsibility for improving our children's achievement in school

- Read monthly student progress reports and monthly newsletters
- Actively participate in the Parents' Association for P.S. 102
- Show respect for my child, his/her teacher and the school
- See that my child attends school regularly and on time
- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing etc.)
- Talk with my child about his/her school activities every day
- Communicated regularly with my child's teacher
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education
- Insist that all homework assignments are fully completed and on schedule
- Provide a specific time and a quiet, well-lit place for my child to do homework
- Provide my child with the necessary and appropriate supplies to complete his/her assignments
- Be available to assist my child
- Review completed assignments to check for understanding
- Attend all parent-teacher conferences
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school
- Support the school in developing positive behaviors
- Support the school in implementing school policies and procedures
- Read to my child and encourage him/her to read independently daily
- Monitor my child's TV viewing, video game and online activities
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

Parent's Signature _____ **Date** _____

STUDENT RESPONSIBILITIES

- Ask the teacher any questions about the homework
- Take home the materials and information needed to complete the assignment
- Complete homework in a thorough, legible, and timely manner and ask for help when I need to
- Return homework on time
- Return homework signed by parents
- Comply with school rules
- Attend school regularly

- Respect the personal rights and property of others
- Show parent Home/School communication folder on a daily basis
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that I can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my teacher, my principal and the Department of Education; Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Student's Signature: _____ **Date:** _____

TEACHER RESPONSIBILITIES

- Provide quality teaching and leadership
- Assign grade level appropriate homework
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give positive corrective feedback
- Recognize that students are accountable for every assignment
- Check that homework has been completed on a daily basis
- Respect cultural, racial, and ethnic differences
- Hold at least two parent – teacher conferences for the school year
- Show respect for each child and his/her family
- Provide quality teaching and leadership;
- Believe that each student can learn
- Recognize each child’s unique abilities and challenges to help him/her grow to his/her full potential
- Come to class prepared and positive
- Assign homework that is meaningful and appropriate to the grade level
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give each student corrective, constructive and encouraging feedback
- Celebrate each student’s success and encourage persistence when challenges discourage him/her
- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with the student and his/her parents
- Provide full and clear classroom expectations each child and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards
- Seek ways to involve parents in the school program and value their contribution.

Teacher’s Signature: _____ **Date:** _____

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER

Today's Date: _____

____ **I have reviewed and understand the School Compact with my child and we have each signed it.**

Child's Name _____ **Class** _____

Parent's Signature _____

Child's Signature _____

Teacher's Signature _____

Principal's Signature _____

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.

ELA: Early Childhood - Summary of Data Analysis/Findings

The Teachers College Reading and Writing running records, E-CLAS, Writing Fundamentals rubrics, Writing Matters rubrics and teacher made tests results from Spring 2010 were analyzed and evaluated to determine the areas of concern, which were as follows:

Kindergarten

- Segmenting words
- Medial vowels
- Sight word recognition

First Grade

- Medial vowel sounds
- Reading comprehension

- Identifying sight words
- Diagraphs
- CVC words
- Listening and Writing
- Spelling

Second Grade

- Medial vowel sounds
- Reading comprehension
- Identifying sight words
- Diagraphs
- CVC words
- Listening and Writing
- Spelling

ELA) - Grades K-2 - Implications for the Instructional Program:

The components of Balanced Literacy are: Read Aloud, Independent Reading, Shared Reading, Guided Reading, Shared Writing, Guided Writing, Phonemic awareness, which will be taught through the use of Foundations. Text Talk is an additional program that the school utilizes in order to develop vocabulary, speaking, and listening.

ELA - Grades 3-5 - ELA State-wide Test & Periodic Assessment Data:

Teachers analyzed all ELA State-wide Test Results and Periodic assessments and determined the following skills that need to be revisited and reviewed:

Findings:

Reading 3rd grade

- Evaluate the content by identifying the author's purpose; important and unimportant details; whether events, actions, characters and/or settings are realistic; statements of fact and opinion
- Reading Comprehension: Fluency
- Reading Stamina
- Identifying main idea
- Character analysis

Reading 4th grade

- Make inferences and draw conclusions on the basis of information from the text, with assistance
- Recognize how the author uses literary devices, such as simile, metaphor and personification, to create meaning, with assistance:
- Writing for meaning and development
- Organization skills
- Development of vocabulary
- Writing mechanics
- Compare and contrast genres and reading passages
- Reading Stamina

Reading 5th grade

- Skim material to gain an overview of content or locate specific information
- Identify information that is implied rather than stated, with assistance
- Vocabulary development
- Organization skills
- Writing Mechanics
- Reading Stamina
- Making inferences

ELA - Grades 3-5 - Implications for the Instructional Program:

We will provide an instructional program that ensures all students meet state standards at or above grade level on standardized tests. Leveled Libraries continue to be used for independent reading. In grades K-5, students' independent reading levels are being tracked across the school year. The school has implemented a variety of Tier 1 and Tier 2 interventions for struggling readers. Small group instruction along with strategy groups are used based on the needs of the students. Students scoring on levels one and two will be assessed and serviced by an AIS Reading teacher based on their needs. Students will also attend an after school program.

Math - Areas of Concern based on the Math State-wide Test, Periodic Assessments and Everyday Math benchmark assessments:

Math 3rd grade

- Place Value
- Estimation
- Check reasonableness of an answer by using estimation
- Formulate conclusions and make predictions from graphs
- Subtracting 2 digit numbers with 0 in the addends
- Problem solving

Math 4th grade

- Place Value
- Estimation
- Compare and order unit, decimals and fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line
- Check reasonableness of an answer by using estimation
- Use the symbols $<$, $>$, $=$ and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)
- Multiplication and division up to 2 digit numbers
- Problem Solving

Math 5th grade

- Place Value
- Estimation
- Add and subtract proper fractions with common and unlike denominators
- Define and use appropriate terminology when referring to constants, variables and algebraic expressions
- Identify corresponding parts of congruent triangles
- Calculate the mean for a given set of data and use to describe a set of data
- Multiplication and division up to 2 and 3 digit numbers
- Problem Solving
- Multiplication, division and order of decimals

Math - Grades 3-5 - Implications for the Instructional Program:

All students will be provided with quality math instruction so that they will meet or exceed state standards on standardized exams. Students scoring on level one and two will be serviced by an Academic Intervention teacher in Math, Extended Day session, and/or At-Risk SETSS. Classroom teachers will provide AIS services in small groups based on student needs and assessments. All students in level one and two will attend an After-School program.

Social Studies - Summary of Data Analysis/Findings:

Based on the results of the Fall 2010 Social Studies test, ninety five percent (95%) of our general education students passed the test. Sixty two percent (62%) of students with IEPs passed the test. One hundred percent (100%) of our ELL students passed the test. The areas of concern were the interpretation of authentic documents, map skills and comparing and contrasting data.

Social Studies - Implications for the Instructional Program:

Using the New York City Performance Standards in Social Studies, the National Educational Technology Standards and the framework, the social studies program will continue thematic units into the curriculum. Read Aloud, biographies, examination of documents and non fiction books will be used to introduce and reinforce reading skills as well as social studies concepts. Professional development in the earlier grades will address map skills and data analysis.

The Arts - Summary of Data Analysis/Findings:

All students in grades Pre-K - 5 participate in a Music and Art program and students in grades K-5 participate in the Chess program. Education Through Music (ETM) is a choral/music program that services Pre-K - 5 students. The program is taught by 2 teachers, three times a week. In the music program, students are learning to read notes, play the keyboard and sing in harmony for performances that are held twice a year. One of the areas for improvement in the music program was to explore ways to record students' progress in music

systematically. In the Art program, students are also learning to use different types of media to express themselves creatively and in the Chess program students are learning stamina, mathematical correlations, and teamwork.

The Arts - Implications for the Instructional Program:

ETM has developed an assessment on musical concepts to be mastered by grade level. Benchmarks are in place for all grade levels. Students are assessed twice a year. After the first assessment, ETM teachers will share their assessment results with the classroom teachers and determine any correlations or patterns with the mastery of mathematical concepts. Findings will be shared at a future grade meeting.

Based on the *NYC Blueprint for Teaching and Learning in the Arts*, all students learn in different ways and through different intelligences and modalities. Some students have excelled in music, chess and/or in art. Students are encouraged to participate in enrichment activities (Kids' Creative After-School Program, YMCA Virtual Y After-School Program) and other enrichment and summer programs.

Technology-Summary of Data Analysis/Findings :

The results of informal interviews have revealed that teachers want more creative ideas on how to integrate technology into the curriculum and that they want more Professional Development in the utilization of technology in order to conduct strategy based lessons and differentiated instruction.

Technology - Implications for the Instructional Program:

Professional development is continuously provided to the staff including ARIS, Acuity, New York Start so that the teachers can use the data to drive instruction. Further professional development was conducted on how to make power point presentations and to instruct students in grades 3-5 on how to employ and extend their computer skills as they conduct research and create writing pieces for publication and by reinforcing instructional skills via content area software.

School's Needs Assessment

For the school year 2010-2011, the ELA Coach and the Math Coach conducted a needs assessment and via grade conferences with the staff, it was determined by the Administration, Staff Developer, Coaches, School Leadership Team, and Core Inquiry Team that teachers need more Professional Development workshops in developing and implementing strategy based lessons in the core curricula and in utilizing technology to assess grade conferences in order to analyze classroom materials, program effectiveness and the identification of topics for professional development for the next school year. Findings were reported to the school community.

Throughout the school year, 2010-2011, staff members will continue to attend Professional Development workshops as follows:

Professional Development

Special Education teachers and General Education teachers, S.B.S.T. members, related service providers, along with Regional/DOE personnel, AIS teachers, Reading and Math coaches and in-house staff developers and the Administration serve as resources and turnkey trainers for the General Education and Special Education teachers, particularly those teachers involved in the Collaborative Team Teaching models and for General Education teachers and Special Education teachers whose students receive mandated SETSS and /or related services.

Professional development will continue to focus on Balanced Literacy and Math topics. Professional development workshops at the Region/DOE provide orientation for all teachers and service providers in the Collaborative Team Teaching model, literacy and math. Monthly in-house faculty and grade conferences and weekly/monthly professional development sessions facilitated by the administrators, teachers, and consultants, provide staff with training and opportunities for discussion. Inter-visitations, Pre-K –5, and visits to early childhood, general and special education settings at other schools provide support for the Balanced Literacy approach and Everyday Math model.

Professional development is differentiated based upon staff needs. Veteran teachers and new teachers differ in their professional development needs. The first step in creating professional development and meeting the needs of all teachers is organizing the needs based on classroom management, reading, writing and math. Veteran teachers are sometimes set in their ways and need professional development in order to change with the new and different curriculum areas. New teachers may need more professional development in learning classroom management techniques, finding ways to motivate students, communicating effectively with parents, writing lesson plans, and working on progress reports and report cards.

Implications for the Instructional Program:

There is a need to schedule more cross grade conferences to ensure continuity of instruction.

2. Schoolwide reform strategies that:

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

- 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.

Literacy Program

For K-5 students, the Balanced Literacy segment begins with a read aloud or shared reading followed by small group differentiated instruction (guided reading) using leveled books, independent reading using leveled books, literacy center activities, and word study.

Our writing curriculum consists of the Teachers College units of study paired with Schoolwide, Inc. Writing Fundamentals. Writing Fundamentals is a comprehensive writing curriculum that provides units of study by grade level. Each unit of study includes 10 mentor texts that correspond to the unit. Every unit of study guides students through each stage of the writing process. In each unit, teachers are reading aloud, making personal connections and encouraging students to listen, discuss and ask questions. Units of study are aligned to the standards as well as the developmental level of the students.

The Title 1 Reading/AIS teacher pushes in to classrooms to teach whole class as well as small groups of children in grades 3-5. The instruction focuses on all components of literacy (reading, writing, speaking, and listening). Students focus on acquiring comprehension strategies through a variety of modes. The Title 1 Reading/AIS teacher serves as a resource for classroom teachers, helping them develop strategies to integrate reading, writing, speaking and listening into all curriculum areas. She also provides professional development to staff in teaching comprehension strategies. The Title 1 Reading/AIS teacher articulates with classroom teachers to support instruction.

Based on standardized test results in grades 3-5, the reading program for 2010-2011 will be concentrating on improving instruction using a variety of strategies and approaches that are appropriate to students' diverse learning styles and abilities. We emphasize approaches that will improve the achievement of students who have scored in the first and second levels on the ELA. In the early grades, At-Risk children will be served by the Foundations Program, Before School, After-School Program, all of which are AIS services. Following an individualized analysis of students' needs, classroom teacher's group children with a view toward providing mini-lessons in reading skill areas. Students in grades 1-5 are encouraged to attend the After-School Program or Morning School Program, or Saturday school, which gives them three options.

The AIS ELA Program that addresses literacy at P.S.102 are as follows:

- Individual teachers tutor students during their Professional Development Period.
- During the Literacy Block, to support the development of foundational skills, grades K-5 work in small, differentiated groups.
- The Extended Day Literacy Program, Morning and After-School Program, The SETSS teacher provides small group instruction to At-Risk children in grades 1-5.
- P.S. 102 has an Academic Intervention Team which consists of the principal, assistant principal, the reading and math AIS teachers, the speech therapists, the school psychologist, the SETSS teacher and various classroom teachers. The team meets approximately once a month. Every third grade and fifth grade student who have a PIP is discussed in reference to the progress they are making and any modifications that may be necessary. All teachers are encouraged to recommend students to the team who may require Tier 2 after the teacher has implemented Tier 1 interventions with the student. Students who have been receiving services (Tier 2) are also reviewed and decisions are made as to continue, discontinue or modify services according to the student's progress.
- Grades K-3 utilize the Wilson's Foundations Phonics Program on a daily basis which is a multi-sensory approach and which supports the balanced literacy model.

The AIS Reading Teacher utilizes the following programs:

- The AIS reading teacher utilizes the Start Up Phonics, Build Up Phonics, Spiral Up Phonics, Get Ready for the Code, Explode the Code, Spector Phonics, Wilson and Foundations phonics program which address the students' needs in phonemic awareness and phonics in accordance with the students' instructional level.
- In grades 3,4,5 the Wilson Reading Program and the benchmark assessments are used for small group Tier 2 instruction for students who are in need of phonics skills.
- Text Talk will be used for students and ELLs in grades 1-5 to increase vocabulary development.
- Recipe for Reading may also be used for those students in grades 1-2 in order to increase their phonemic awareness skills.
- Early Success is used in grades 1-2 to aid in comprehension, phonemic awareness, and fluency.
- Soar to Success and/or Comprehension Matters is used in grades 3-5 to assist in comprehension.
- Quick Reads, Great Leaps, Reader's Theatre, and New Heights are utilized to increase fluency in grades 3-5.
- The Rewards Program is used to help students decode multi-syllabic words in grades 4-5.

PS 102 AIS

PLAN 2010-2011

Content /Skill Area	Tier 1 Provided by Classroom Teacher	Tier 2 Push –in /Pull out Model	Tier 3 Special Education Services
PHONICS	One to One Tutoring Read aloud (modeling word strategies) Running records Interactive writing Words their Way Foundations Wilson	Voyager Program/Great Leaps/Readers’ Text One to One Tutoring Small Group Instruction (37.5 min)	Foundations Wilson Small Group Instruction
PHONEMIC AWARENESS	One to One Tutoring Read aloud (modeling word strategies) Running records Interactive writing Words their Way Foundations Wilson	Voyager Program /Great Leaps/Readers’ Text One to One Tutoring Small Group Instruction (37.5 min)	Foundations Wilson Small Group Instruction
FLUENCY	Read aloud (modeling) Shared reading Partner reading Running records Interactive writing Foundations Wilson	Voyager Program/Great Leaps/Readers’ Text One to One Tutoring Small Group Instruction (37.5 min)	Foundations Wilson Small Group Instruction
VOCABULARY	One to One Tutoring Reading Reform Read aloud (modeling word strategies) Running records Interactive writing Words their Way Foundations Wilson	Voyager Program/Great Leaps/Readers’ Text One to One Tutoring Small Group Instruction (37.5 min)	Foundations Wilson Small Group Instruction

COMPREHENSION	Read aloud)Modeling) Running records Conferencing (Retelling) LINC Program	Voyager Program/Great Leaps/Readers' Text One to One Tutoring Small Group Instruction (37.5 min)	Fundations Wilson Small Group Instruction
WRITING	Model Writing Interactive writing Conferencing (with students) Peer conferring Writing Fundamentals	Voyager Program/Great Leaps/Readers' Text One to One Tutoring Small Group Instruction (37.5 min)	Fundations Wilson Small Group Instruction

P.S 102 SETSS Provider Model

At PS 102 all students who have Individualized Education Plan (IEPs) receive the full continuum of services including an IEP teacher, Special Education Teacher Support Services (SETTS), instruction in self-contained classes, and related services such as speech therapy, physical therapy, and counseling, adaptive physical education, as ISC team comprised of a psychologist, a social worker and a family worker.

PS 102 has four (4) Special Education, 12:1:1, classes. The first is a K/1/2, the second one is 2/3 , the next is ¾, and the last one is a 4/5th grade class. There are also seven (7) Collaborative Team Teaching classes in the following grades: Pre-K, K, 1, 2, 3, 4 and 5.

Every student with special needs is to receive an appropriate IEP and services in his or her least restrictive environment. At the same time, the needs of students who are at-risk for referral are also to be met. To make possible the support of both, the Department of Education has, for flexibility, created numerous options. One example of these flexible options is the Special Education Teacher Support Service (formerly consultant teacher and resource room). Special support services are offered by the special education teacher support provider either in students' home classrooms or in a separate location, and may be direct or indirect. The exact structure of this service is detailed on students' IEPs, along with the size of groups in which students will be placed.

Our model typically provides for:

- Eight (8) students at a time when pulling-out: 8 when pushing in
- All instruction in English
- Academic subjects are taught in English using special education instructional strategies

The model looks like:

- 8 students attend SETSS classrooms at a time
 - or the SETSS provider circulates throughout the classes to support the IEP and At-risk students, assess needs, and evaluate progress as it relates to the individual student's IEP.

The SETSS provider is responsible for the development of the IEP, for creating lesson adaptation and modification, behavior plans, and for training the General education teachers involved in the program to carry out these plans when the SETSS provider is not in the classroom. SETTS teacher helps General education teachers to see themselves as supports to all students in a classroom

Number of students served by this service:

28 IEP mandates
6 periods a day

Services and Responsibilities Provided by SETSS teacher:

- Design, assess and evaluate progress in student IEP goals.
- Provide one-to-one supports, direct instruction and assessment for P.S 18 students in general education classrooms.
- Adapt and modify curriculum through published and teacher made material
- Perform Functional Behavioral Assessments (FBAs) and develop Behavior Intervention Plans (BIPs) as needed
- Provide small group instruction and co-teach as needed in the classroom
- Participate in student planning meetings with the general education teacher(s), and related service providers
- Model specific teaching techniques for the general education teachers to use with each student
- Collaborate with trans-disciplinary team members to insure input and involvement of related service providers
- Develop transition plan for students moving from school to post-school options, from one grade to another, or from one school to another
- Work with families to align goals and practices between home and school
- Share expertise in curriculum adaptation, individualized instruction and positive behavior strategies with team
- Strengths and weaknesses of students are addressed through modification of general curriculum as mandated by individual IEP requirements.

Overall deficits in reading and Math are addressed through multi-sensory and highly structured instruction that pays attention to multiple intelligence, BLOOMS taxonomy, informal assessments and the problem-solving approach to teaching learning disabled students.

Related Services - Speech Provider Model

Service students with learning and academic delays, articulation, language and fluency disorders.

Bilingual Speech Program :Only 3 ELL students are serviced in the following programs at one time Caseload - They are pulled-out students who are serviced. All of them have IEPs.

Mathematics Program

Kindergarten - grade 5 are taught through the Everyday Math program. It emphasizes higher order thinking skills and learning through the use of manipulatives. The math block consists of the following components: a mental math exercise, homework review, a developmental lesson, and the assignment for homework.

All aspects of P.S. 102’s mathematics program are directed toward the improvement of math instruction and the enhancement of student learning for all children on all grade levels and with particular emphasis on the acquisition of strategies to improve achievement of students scoring in the first, second, and third levels on standardized tests. Our teaching staff employs a wide variety of methods and approaches, as delineated in the Action Plans, to improve the mathematics achievement of all our children.

Serving children on level 1 and 2, the AIS Math teacher supports and works with small groups (grades 3-5) on computational error patterns, problem-solving strategies, integrating learning and testing, student generated projects, games and puzzles, in order to develop an understanding and appreciation of mathematics. The AIS Math teacher serves as a resource and model for classroom teachers. The AIS Math teacher articulates with classroom teachers to support instruction. In order to increase the number of students in levels 2 and 3, emphasis is placed on small group differentiated instruction during the math period. Ongoing Everyday Math benchmark assessments of students determine the composition of small groups. The teacher modifies instructional approaches based on feedback from student assessments.

The AIS Math Program employs a pullout and push-in model. The AIS Math teacher serves all students in grades 3-5 who have been identified as scoring in the first and second levels on standardized tests. She works with these children in intensive smaller groups according to a pull-out model and based on results of previous test scores and teacher recommendation. She also does regular whole-class push-in lessons to model teaching strategies for the classroom teachers.

Content /Skill Area	Tier 1 Provided by Classroom Teacher	Tier 2 Push –in /Pull out Model	Tier 3 Special Education Services
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NUMBER SENSE & OPERATION	Everyday Math: Option for Individualizing instruction Reflection Notebooks Content Based Literature Cooperative Learning Groups 5 Minute Drill Tutoring	Math Workshop Small Group Instruction (37.5 min) One to One Tutoring Every Day Math Games Everyday Math (Online) Test Ready Math	Everyday Math Options for Individualizing Instruction Everyday Math Teacher's Guide to Games
ALGEBRA	Everyday Math: Option for Individualizing instruction Reflection Notebooks Content Based Literature Cooperative Learning Groups 5 Minute Drill Tutoring	Math Workshop Small Group Instruction (37.5 min) One to One Tutoring Every Day Math Games Everyday Math (Online) Test Ready Math Understanding Math Plus (software)	Everyday Math Options for Individualizing Instruction Everyday Math Teacher's Guide to Games
GEOMETRY	Everyday Math: Option for Individualizing instruction Reflection Notebooks Content Based Literature Cooperative Learning Groups 5 Minute Drill Tutoring	Math Workshop Small Group Instruction (37.5 min) One to One Tutoring Every Day Math Games Everyday Math (Online) Test Ready Math Understanding Math Plus (software)	Everyday Math Options for Individualizing Instruction Everyday Math Teacher's Guide to Games
MEASUREMENT	Everyday Math: Option for Individualizing instruction Reflection Notebooks Content Based Literature Cooperative Learning Groups 5 Minute Drill Tutoring	Math Workshop Small Group Instruction (37.5 min) One to One Tutoring Every Day Math Games Everyday Math (Online) Test Ready Math Understanding Math Plus (software)	Everyday Math Options for Individualizing Instruction Everyday Math Teacher's Guide to Games
STATISTICS AND PROBABILITY	Everyday Math: Option for Individualizing instruction Reflection Notebooks Content Based Literature Cooperative Learning Groups 5 Minute Drill Tutoring	Math Workshop Small Group Instruction (37.5 min) One to One Tutoring Every Day Math Games Everyday Math (Online) Test Ready Math Understanding Math Plus (software)	Everyday Math Options for Individualizing Instruction Everyday Math Teacher's Guide to Games

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AIS Math Implications:

Analysis of our School Report Card and School Progress Report, standardized tests, Periodic Assessments, teacher assessments, SBST evaluations and parent recommendations indicated those students eligible for Academic Intervention Services in that area.

All Subjects

The following are the “general” AIS programs at P.S.102:

- SETSS addresses the needs of identified at-risk students as much as the schedule permits.
- The guidance counselor and social workers address the social and emotional needs of at-risk children. They also maintain close contact with parents of the children with whom they work.

Social Studies Program

Using the New York City Performance Standards in Social Studies, the National Educational Technology Standards, and the Social Studies framework, the Social Studies Program integrates the curriculum areas through thematic units. Read Aloud, biographies, poetry, and nonfiction books will be used to introduce and reinforce both reading skills and social studies concepts. Using technology, students will create timelines, graphs, and maps to help chart important historical events throughout history. Students in the upper grades will employ and extend their computer skills as they conduct research and publish individual PowerPoint presentations on various topics in history. Projects are assessed through teacher observations and checklists. Fourth and fifth graders will use the Social Studies Coach Book to further extend the use and understanding of document –based questions.

Science Program

Mathematics, English Language Arts, and Technology are infused throughout the Science curriculum. Students read related nonfiction materials, explain observations, participate in discussions, record data and produce reports explaining their findings after they have researched a topic. The science program emphasizes and enhances critical thinking skills. The utilization of the scientific method creates a body of thinkers with the ability to solve problems successfully. Inquiry-based lessons in small groups allow students to practice problem-solving skills, develop positive attitudes toward Science, and improve Science literacy.

The Science teacher collaborates with the classroom teachers to design lessons that can be integrated with ELA, Math, and Technology curriculum. In addition, the science teacher also helps to identify reading materials to be used in the literacy block and the HBJ Science program. It is an inquiry based program aligned with the NYS Science Core Curriculum. Science concepts, skill and strategies are taught through thematic units in 4-6 week cycles. Concepts taught will have an “Exit Project,” which will be presented by students using a variety of media and formats to communicate information and ideas effectively to multiple audiences. Pending funding we will also have a Science after school program in May 2011. This program will be a four week program.

All Subjects

The following are the “general” AIS programs at P.S.102:

- **SETSS addresses the needs of identified at-risk students as much as the schedule permits.**
 - **The guidance counselor and social workers address the social and emotional needs of at-risk children. They also maintain close contact with parents of the children with whom they work.**
3. **Instruction by highly qualified staff.**

Highly qualified teachers will work with disaggregated groups of students (i.e. Special Education and LEP/ELL) to ensure that all children reach proficiency on challenging state assessments.

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.**

High-quality and ongoing professional development, aligned with the State and City standards will be provided continuously throughout the school year. Professional development will focus on data interpretation, math instruction including Everyday Math, Balanced Literacy, Schoolwide, Inc. Writing Fundamentals, differentiated instruction, classroom management and the use of the Scope and Sequence for Learning Standard-Based Planning Book. Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S.102 where professional development and continued support is on-going throughout the year.

Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S.102 where professional development and continued support is on-going throughout the year. We have established partnerships with Hunter College. We receive names of potential candidates from these institutions who are highly qualified. We also seek many candidates from the Fellows Program as well as Teach for America.

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

Highly qualified teachers wanting to make a difference in the lives of students will be attached to P.S.102 where professional development and continued support is on-going throughout the year. Highly qualified teachers will work with disaggregated groups of students (i.e. Special Education and LEP/ELL) to ensure that all children reach proficiency on challenging state assessments.

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

A parent survey developed by the SLT and Parent Coordinator to gather the opinions of the parents/guardians.

The findings of the survey are utilized to implement appropriate parental workshops. Other strategies to increase parent involvement: monthly PTA meetings, Cinco de mayo celebration, other cultural celebrations, Open House, assembly programs, monthly vegetable of the month/Food Change Cooking Program, on going health classes as provided by the Healthy Schools Program, arts and crafts (How to...) parental class, Yoga class, AIS Reading parental workshops, and Adult ESL Saturday Program (Dialogue, Technology, ESL).

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.

Our plan for transitioning Pre-School students is to hold monthly grade meetings between the Pre-School teachers, Kindergarten teachers literacy coach and staff developer. Topics covered include the Teachers College Reading and Writing Program, read aloud, shared reading and writing as well as The Everyday Math curriculum.

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.

The following measures have been implemented for teachers in the decisions regarding the use of academic assessments: monthly grade meetings, monthly faculty conferences, AIS reading and Math workshops, and beginning and end of the year collaborative planning sessions.

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

The following are programs and/or services for students experiencing difficulty mastering the proficient or advanced levels of the academic achievement: Great Leaps Program, Text Talk, AIS Math, AIS Reading, At -Risk SETSS (Foundations, Wilson), Extended Day Session (37 ½) and Morning and After School ELA and Math Program. Benchmark assessments, running records, conferencing, Great Leaps Program, Foundations, Wilson Programs, and The Everyday Math Program all have built in benchmark assessments that measure the progress of each student. Other activities will be measured via teacher made assessments and Periodic Assessments (grades 3-5).

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.

Title 1 funds and local tax levy funds will be coordinated and integrated to develop a coherent instructional plan for the whole school. The Violence Prevention Program (pending funding) will be used for the ELA and Math Before School Program and After-School Program in grades 1-5.

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.

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.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			352,608	✓	33, 35, 40, 43, 49, 52, 58, 61, 100
Title I, Part A (ARRA)	Federal	✓			2,899	✓	
Title II, Part A	Federal	✓			34,365	✓	40, 43
Title III, Part A	Federal	✓			15,000(pending)	✓	33, 43, 49, 52, 58, 61
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS				✓			
Title IV IDEA	Federal Federal	✓ ✓			184,510	✓	
Directions: Describe how the school will implement the following components of Title I Targeted Assistance Programs as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page number where the response can be found.							

1. Use program resources to help participating children meet the State standards.

AIS will be provided for all grade 1-5 AIS eligible students that are not meeting, or are at risk for not meeting the State Standards. AIS service will be provided using either a push-in or pull-out model throughout the school day, including extended day. Programs used may be:

- **grades 1-2 Early Success and Start Up Phonics, Build up Phonics and Recipe for Reading, and certain aspects of Foundations**
- **grades 1-4 Text Talk**

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.

- *grades 3-5: Soar to Success, Quick Reads, Reader's Theatre, New Heights, Great Leaps, Rewards Program, Voyager, Spiral Up Phonics*
- *grades 1- 2Get Ready for the Code, Explode the Code, Spector Phonics*

Math will be provided for all grade 1-5 AIS eligible students that are not meeting, or are at risk of not meeting the State Standards. AIS service will be provided using either a push-in or pull-out method throughout the school day.

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

Title 1 staff communicates and plans with classroom teachers during common grade planning time. They also meet with the Literacy Coach, Staff Developer, and ELA A.I.S Teacher on a daily and/or weekly basis and teachers will participate in professional development with the grades they are assigned to serve. Title 1 teachers meet periodically with Administration to update student progress and program effectiveness. These teachers also meet together as a team weekly to plan and analyze assessments.

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;

Our Title 1 Program uses student data from standardized tests, item skills analysis, teacher observation, and benchmark assessments to formulate groups of students in Grades 2 to 5 to receive services. Teacher groups and scheduling is made in tandem with classroom teachers so as to provide support within the classroom during key subject areas teaching. Also time is slotted for pull out sessions where student individual needs are addressed. All materials purchased are based on scientifically based research and have proven effective in the program as well as other schools. Teachers present instruction within the workshop model and through small group instruction at all times. All services are delivered within the school day and the Extended Day program. All Title 1 and AIS students are afforded all programs and curriculum that the school possesses including their own academic intervention service. This includes all opportunities for enrichment clusters and any project based learning.

4. Coordinate with and support the regular educational program;

Title 1 teachers parallel instruction to the objectives being presented in the classroom through alternate modalities and resources. Teachers differentiate instruction to meet the needs of the students as outlined by TC running records and standardized assessments in ELA and Math

5. Provide instruction by highly qualified teachers;

PS 102 has a staff of 100% Highly Qualified Teachers.

Highly qualified teachers will work with disaggregated groups of students (i.e. Special Education and LEP/ELL) to ensure that all children reach proficiency on challenging state assessments.

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

Opportunities for professional development for Title 1 teachers are provided by the school Literacy Coach, Literacy Support Organization, CFN 607 and outside providers. Dissemination of information to constituencies is done through PTA, Parent Coordinator, Parent Engagement Workshops, School Newsletter, Faculty Conferences, Parent/Teacher Conferences and Curriculum Orientation meetings. Open School Week provides opportunities for parents to see the program first hand and three times a year; Title 1 Progress Reports are given to parents to keep them current on their children's progress. Title 1 teachers remain available to meet with parents after the dissemination of these Progress Reports. Our Parent Coordinator hosts weekly Parent Engagement Workshops to educate and inform parents of academic and social topics.

7. Provide strategies to increase parental involvement; and

Title 1 Progress Reports allow parents to see benchmark progress of their children within the Title 1 Program. These reports are in addition to the mandated report cards. Meetings are set between the Title 1 teacher and parent so that they can collaborate on this academic progress. These reports highlight student strengths and weaknesses and the strategies being taken to address them. The weekly Parent Engagement Workshops highlight assistance to families on how to support students at home and awareness of community resources to assist them.

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

Title 1 funding constitutes the source for the majority of our AIS program. This program is outlined in this document

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: N/A **SURR³ Phase/Group (If applicable):** N/A

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: N/A **Year of Identification:** N/A **Deadline Year:** N/A

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
<p align="center">N/A</p>	<p align="center">N/A</p>	<p align="center">N/A</p>

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are 2 students in temporary housing (Domestic Violence Shelters).

2. Please describe the services you are planning to provide to the STH population.
 - **Every student who is in temporary housing has a Dept of Ed liaison. Ms. Lopez will be in contact with that person for as long as the students remain in temporary housing.**
 - **The school Social Worker, Patricia Foley pfoley2@schools.nyc.gov, keeps track of students living in temporary housing who attend P.S. 102 and provides these students with intervention and support services.**
 - **Students will receive at-risk counseling and support**
 - **The Parent Coordinator will provide services and support to parents living in temporary shelters.**
 - **Transportation will be provided as needed**

- **School supplies and uniforms will also be provided if needed**

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). **N/A**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **N/A**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network. **N/A**

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 102 Jacques Cartier					
District:	4	DBN:	04M102	School		310400010102

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	21	25	30		91.3	93.0	92.8
Kindergarten	60	49	45				
Grade 1	59	57	50	Student Stability - % of Enrollment:			
Grade 2	58	54	48	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	47	42	48		92.4	92.8	87.7
Grade 4	31	55	43				
Grade 5	47	29	47	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		91.8	96.1	100.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	23	39
Grade 12	0	0	0				
Ungraded	3	5	3	Recent Immigrants - Total Number:			
Total	326	316	314	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	2	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	47	43	Principal Suspensions	7	8	13
# in Collaborative Team Teaching (CTT) Classes	32	39	37	Superintendent Suspensions	2	0	0
Number all others	31	33	33				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	17	6	TBD	Number of Teachers	36	37	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	14	5
# receiving ESL services only	34	34	TBD				
# ELLs with IEPs	6	25	TBD	Number of Educational Paraprofessionals	6	4	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.6	75.7	65.8
				% more than 5 years teaching anywhere	58.3	54.1	58.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	92.0	82.9
American Indian or Alaska Native	0.0	0.3	0.3	% core classes taught by "highly qualified" teachers	94.7	97.1	100.0
Black or African American	29.1	30.7	28.7				
Hispanic or Latino	67.5	65.2	66.9				
Asian or Native Hawaiian/Other Pacific	1.5	1.9	1.9				
White	1.8	1.9	1.9				
Male	54.9	50.6	52.5				
Female	45.1	49.4	47.5				

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

SURR School (Yes/No)		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	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	74	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	9.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	10.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	45.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	8.8		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children's First Network 607	District 04	School Number 102	School Name Jacques Cartier
Principal Sandra Gittens		Assistant Principal Eileen Perez	
Coach Mary Kreloff		Coach Haydee Tavarez	
Teacher/Subject Area Yolanda Rivero/ESL		Guidance Counselor Tricia Foley (Social Worker)	
Teacher/Subject Area S. Traballo/SETSS		Parent Yeanly Rodriguez	
Teacher/Subject Area S. Vdokakes/AIS Reading		Parent Coordinator Yvonne Esquilin	
Related Service Provider William O'Connor/Social Worker		Other type here	
Network Leader Elmer Myers		Other type here	

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	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	323	Total Number of ELLs	60	ELLs as Share of Total Student Population (%)	18.58%
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Part II: ELL Identification Process

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

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

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

ELL Identification Process

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by the Ms. Rivero, ESL teacher with the student and parent in English and in the native language of Spanish. Translators of other languages are provided if needed. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates the home language is other than English or student's native language is other than English, initial formal assessment procedures are implemented. If student is determined to be ELL entitled based on LAB-R results, parents are mailed Entitlement letters. These letters inform them of their child's ELL eligibility and invites them to the a Parent Orientation.

The school adheres to the state requirements in placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, Ms. Esquilin, the Bilingual Parent Coordinator in collaboration with the Ms. Rivero, ESL teacher, conduct a Parent Orientation. The ELL Parent Orientation DVD is view by the parents. They distribute and discuss the ELL Parent brochure, detailing the ELL Program offered by the NYC Public Schools, and the Parent Survey and Program Selection Form. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions, parents review a DOE ELL Parent Orientation DVD further explaining and demonstrating the program choices.

PS 102 also informs ELL parents about the curriculum, academic expectations, assessments, specifically the NYSESLAT and ways they can support their child during the school year.

Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the one on one Parent Orientation session. This information is sent via telephone and/or via written notification, which is then given to their child. After the DVD is viewed and discussed with the parents. The parent will then choose the ELL program for his/her child. Once a selection has been made by the parent, the school will place the students in the selected program. If at the time, parents selects a program for which we do not have the number of students needed to open a program , we will offer the parent a transfer to another school that has the program or they can choose the ELL program available within the school. We will offer to put the student's name on a waiting list as we get parents who select the same program.

At the orientation meeting, the parent survey is distributed. Parents of ELL children who do not attend our meeting are contacted by phone, or in person (when they come to pick-up or drop-off their children), so that they may complete the Program Selection form. At these sessions, we strive to collect the Parent Survey and Program Selection Form. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis.

The majority (85%) of the parents have selected an ESL program for their children. Parents who prefer Dual Language settings or Bilingual Education for their children are informed that due to the insufficient number of parents choosing these programs we don't have of the number of students required to open a TBE program. They are given the option of transferring their child to nearby schools such as PS 155 or PS 72, which are schools that offer these programs. Hence, so far, program model (ESL) is aligned with requests made by the parents.

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services.

In addition, ELL parents communicate with our ESL teacher and Bilingual Parent Coordinator during parent-teacher conferences, and Open School Nights. The Parent Coordinator also conducts meetings, in both languages (English & Spanish), with the parents to explain programmatic choices school-wide. Parents receive printed materials elucidating program models during meetings at school. Forms are distributed during the Orientation Open House and other meetings throughout the year as needed. Parents are asked to complete forms on site, so that if there are any questions, they can be answered promptly. Parents who do not attend meetings receive forms through the mail or via their child. The default program for grades K-5 is ESL. For all other students, K-5 (Non-Spanish speakers), our program is also ESL.

The Parent Coordinator who also speaks Spanish works in collaboration with the Ms. Rivero, ESL teacher and the Family Worker, administrators and teachers to conduct ELL Parent Orientation sessions throughout the school year where parents are informed of program choices for their child. At these sessions, parents are once again informed about and/or given an Entitlement letter, and Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter.

Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter.

PS 102 offers English as a Second Language (ESL) program.

The ESL program is aligned with the parents' request based on the Parent Survey and Program Selection forms. Parents of newly enrolled and continuing English Language Learners (ELLs) are informed of all their program choices as described above. After reviewing the Parent Survey and the Program Selection forms for the past few years, the trend by parents is to choose ESL. We ensure that not only is parent choice being honored, but that parents are fully informed of their rights.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	11	6	5	3	6	8								39
Push-In		9		7		5								21
Total	11	15	5	10	6	13	0	60						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	11	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	41		9	19		9															60
Total	41	0	9	19	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>																					

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	0																		0	0
Chinese	0																		0	0
Russian	0																		0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	15	3	9	6	11								54
Chinese														0
Russian														0
Bengali	1		2			1								4
Urdu														0
Arabic				1										1
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	11	15	5	10	6	13	0	0	0	0	0	0	0	60

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.

Delivery of Instruction

We are a K-5 elementary school. Our newly enrolled ELLs are K students, or transfer students from other schools, who are continuing ELL instruction.

The ESL program for grades K-5 uses a push-in and pull-out model. Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with mandated units of instructional time in ESL. Our ELLs receive ESL instruction as required under CR Part. 154. ESL instruction is delivered to each ELL according to their proficiency level: beginning/intermediate (8X a week) and advanced (4X a week) either as a block (pull-out) or in their classroom setting (push-in). Rather than having 3 homogenous groupings (beginning, intermediate, advanced), we have devised 2 groupings (starting with the 2nd grade: beginning/low intermediate and high intermediate/advanced, so that the more gifted students may help those students who are still struggling to achieve proficiency.

The language of instruction is English only. All students receive instruction in 4 language skills: listening and speaking (grades K-1) and reading and writing (grades 2-5). Many of our students, both at the intermediate and advanced levels, have achieved a P (proficient) level in listening and speaking. Therefore, emphasis is given in content area instruction: math (grades 2-5), social studies (5th grade), science (4th grade), and reading (grades 2-5) to students at the intermediate level of language proficiency, so that they can perform well in their State tests. A variety of instructional approaches are used to enhance comprehension (maps, audio-visual, controlled vocabulary, adapted or abridged versions of classics, realia, manipulatives, posters, charts) and to enrich language development.

In grades K- 5, the push-in/pull-out ESL teacher works with students in ELA, Math, Social Studies, and Science providing scaffolding, re-teaching, and embedding of vocabulary. The push-in/pull-out teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. She also pushes-in the content area of reinforcing concepts, content area vocabulary, re-teaching, scaffolding, reading comprehension, familiarity with graphic organizers, exposure to factual resources, i.e.: maps, charts, non-fiction readings and writing mechanics. These activities encompass all four (4) language modalities: listening, reading, speaking, and writing. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. The ESL teacher provides instruction in all content areas in 45 minutes segments four (4) days a week for advanced students and a split 45 minutes ESL and in an ESL content class twice a day for beginning and intermediate students only. Students with special needs receive services: ESL instruction according to their IEP mandates, LAB-R and NYSESLAT test results. Both the ESL teacher and other service providers will work together to ensure that our instructional practices and program models facilitate the academic and linguistic development of students with special needs. In addition, students who are referred to the ESL teacher for services and who are proficient in English according to the LAB-R or NYSESLAT test results will receive transitional support during our Extended Day Program.

All instruction is conducted in English only. We do not have, at present, a transitional bilingual program at our school. Our ESL program uses both models: push-in (where there are concentration of ELLs in one classroom) and pull-out (where there are isolated numbers of ELLs in different classroom). We group K-1 ELL students together who are at the beginning level of English proficiency. Starting with the 2nd. grade, we group our intermediate and advanced ELLs. The intermediate group, at the 2nd. grade and 4th grade, get additional periods of ESL as per CR Part. 154 requirements. The 3rd. and 5th grade intermediate group get additional support during push-in sessions (a total

of 360 minutes). Many of our upper graders (3-5) have achieved an advanced level of English proficiency and receive the mandated number of instructional minutes (4 periods or 180 minutes).

All students receive instruction in the four language skills: listening and speaking (grades K-1) and reading and writing (grades 2-5). Many of our students, both at the intermediate and advanced levels, have achieved a P (proficient) level in listening and speaking. Therefore, emphasis is given in content area instruction: math (grades 2-5), social studies (5th grade), science (4th grade), and reading (grades 2-5) to students at the intermediate level of language proficiency, so that they can perform well in their State tests. A variety of instructional approaches are used to enhance comprehension (maps, audio-visual, controlled vocabulary, adapted or abridged versions of classics, realia, manipulatives, posters, charts) and to enrich language development.

ELL SUBGROUPS

Presently, we have no SIFE students. However, if and when we get a SIFE student, we will identify him/her by examining the attendance records. For example, if a student started his/her education in the NYC Public Schools, but then left to return to his/her native country and subsequently re-entered the system, the Parent Coordinator or Pupil Accounting Secretary will ask the parent or guardian for evidence of school records outside the system to determine if there was an interruption in formal education. Also, if a bilingual SIFE student, he/she will be recommended for placement at another school within the district that has bilingual programs across the grades.

Newcomers at the beginning or intermediate levels of English proficiency get double the amount of time of ESL instruction as those newcomers who come in with an advanced level of proficiency. Our ESL specialist works in close collaboration with the speech therapist, SETSS, AIS reading specialist, and the classroom teacher to develop those reading and writing skills, including understanding and following directions, that are necessary to take the ELA test. Almost all of our newcomers are at the K-2 grade levels. We use E-class and Teachers College Reading Assessments for this newcomer group.

ELL 4-6 years Those students who linger at the advanced level (4-6 years) are given instruction in reading and writing, including content area instruction, both in preparation for the ELA (which many have already achieved a score of 3) and the NYSESLAT from which they have not yet tested out. This year, we are using "Language Patterns and Usage" (Level D) for this recalcitrant advanced group to improve both their reading and writing fluency.

Long Term ELLs

For the school year 2010-2011, P.S. 102 has grades Pre-K – 5 in the school. Therefore, we do not anticipate having ELL's participating in our programs for six years or more.

Students with Special Needs

Students with special needs follow a program as per their IEP. PS 102 has four (4) Special Education, 12:1:1, classes. The first is a K/1/2, the second one is 2/3, the next is 3/4, and the last one is a 4/5th grade class. There are also seven (7) Collaborative Team Teaching classes in the following grades: Pre-K, K, 1, 2, 3, 4 and 5.

Every student with special needs is to receive an appropriate IEP and services in his or her least restrictive environment. At the same time, the needs of students who are at-risk for referral are also to be met. To make possible the support of both, the Department of Education has, for flexibility, created numerous options. One example of these flexible options is the Special Education Teacher Support Service (formerly consultant teacher and resource room). Special support services are offered by the special education teacher support provider either in students' home classrooms or in a separate location, and may be direct or indirect. The exact structure of this service is detailed on students' IEPs, along with the size of groups in which students will be placed.

Our model typically provides for:

- Eight (8) students at a time when pulling-out: 8 when pushing in
- All instruction in English
- Academic subjects are taught in English using special education instructional strategies

The model looks like:

- 8 students attend SETSS classrooms at a time
- or the SETSS provider circulates throughout the classes to support the IEP and At-risk students, assess needs, and evaluate progress as it relates to the individual student's IEP.

The SETSS provider is responsible for the development of the IEP, for creating lesson adaptation and modification, behavior plans, and for training the General education teachers involved in the program to carry out these plans when the SETSS provider is not in the classroom. SETSS teacher helps General education teachers to see themselves as supports to all students in a classroom

Number of students served by this service:

28 IEP mandates
6 periods a 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?

AIS ELA for English Language Learners:

AIS in ESL in being implemented in several different ways:

- One 45 or 90 minute period per week for teachers whose program allow us to do so
- Differentiate instruction in all ESL classes – Tier I Intervention

Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be serviced through AIS , where a specific plan will be tailored to meet their unique needs.

- Tier I Interventions will be scheduled during one 45 minute period during the ESL period, literacy period and the Extended Day period in all classes. Through frequent content and skills based assessment and ECLAS, including Inquiry Team findings, the effectiveness of Tier I interventions for ELLs will be determined.

- Tier II Interventions will take place in the ESL and/or AIS room. ELLs will be pulled out by the ESL teacher and the AIS teacher will pull-out and push-in (demonstration lessons). The ESL and AIS teacher will provide a differentiated instructional plan that targets the unique needs of English Language Learners.

AIS in Math for English Language Learners:

AIS in math in being implemented in several different ways:

- § One 45 or 90 minute period per week for teachers whose program allow us to do so

- § Differentiate instruction in all math classes -- Tier I intervention

Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be serviced through the new AIS lab, where a specific plan will be tailored to meet their unique needs

- Tier I Interventions will be scheduled during one 45 minute periods per week during the Math period, Math period and the Extended Day (37 ½) period for differentiated instruction in all classes. Through frequent content and skills based assessment and Math benchmark assessments, including Inquiry Team findings, the effectiveness of Tier I interventions for ELLs will be determined.

- Tier II Interventions will take place in the ESL and/or AIS room. ELLs will be pulled out by the ESL teacher and the AIS teacher will pull-out and push-in (demonstration lessons). The ESL and AIS teacher will provide a differentiated instructional plan that

targets the unique needs of English Language Learners.

- Tier II Interventions will be scheduled for three days, 1 ½ hours each day during the Math Before-School Program and/or the Math After-School Program, where a specific differentiated instructional plan will be tailored to target students' unique academic needs.

ELLs also receive support, as needed, from the speech therapist, Ms Rivers and Ms Greebel, the math A.I.S., Ms Saunders, the reading A.I.S., Ms Vdokakes, and the SETSS teacher, Ms Trballo.

Those students who have achieved proficiency on the NYSESLAT are given additional time, as an accommodation, in their ELA/Math State tests. They also get an additional reading of questions, and if requested, a bilingual glossary is provided.

Students and parents will be encouraged for the first time to participate in the Saturday Live HD program in selected NYC schools (MET Opera). ELL students participate in chess competitions and have distinguished themselves at these events held throughout the year (All City chess tournaments at P.S.171) winning trophies and medals.

We have an afternoon program, KIDS Creative, which ELLs have signed for in the past, including this summer. Through this program, ELLs gain exposure to the arts and the creative process, and get an opportunity to express and share ideas with non-ELLs. All students, ELLs included receive skills-based, sequential music instruction through ETM (Education Through Music) a non-profit organization.

There are no plans to discontinue programs/services. ELLs have access to all school programs throughout the school day. Parents of ELLs have the option to give their permission and register their children in all after-school and/or supplemental services offered to all students in our building.

The ESL teacher uses specialized language materials as well as content area materials. Instructional materials used in the classroom, including technology, are used to support ELLs. Support services, such as counseling, occupational therapy, and physical therapy, are provided, as needed, to ELL students (as per their IEP). We also have school-based support services (a social worker and a bilingual psychologist) for all students, including ELLs. These services correspond to ELLs' ages and grade levels.

The ELA & Math After-School Program will help to build students' communicative language abilities in English. The students are pre-tested and their progress is monitored by the program's assessment tool allowing for the After-School Bilingual teacher to differentiate student instruction. The lessons are aligned with the State's standards to further assist teachers' instructional planning.

The After-School teacher works with a small group of children. In ELA, the primary focus will be on all components of literacy (reading, writing, speaking, and listening). Students focus on acquiring comprehension strategies through a variety of modes. The After-School teacher also implements strategies that integrate reading, writing, speaking and listening into all curriculum areas. In Math, all aspects of the mathematics program are directed toward the improvement of math instruction and the enhancement of student learning for all children with particular emphasis on the acquisition of strategies to improve achievement of students so that they meet the benchmark assessments in ELA and Math.

The After-School activity will also create opportunities for children to be active in their own learning. The literature used will include fiction and non-fiction books. Some of the books may also include social studies and science based themes in grade two (2) & grade three (3). The themes in science include topics (on varying levels by grade) such as plants, weather, space, forces and energy. The social studies content area will include topics (on varying instructional levels) such as: Myself and Others, My Family and Other Families; Now and Long Ago, My Community and Other U.S. Communities, Communities Around the World; Learning about People and Places, Local History.

The teacher, who teaches the second (2nd) and third (3rd) grade Title 3 ELA & Math After-School Program After-School Program and who has bilingual certification, will continue to create a positive learning environment using varied literature. The school library will be a resource for theme based literature. This literature will also be used by students in listening centers in the ELA After-School Program. Several reading books will include social studies and science based themes in non-fiction form and will include CD's that students will engage with at the computer activity center and/or listening center. The school library books, classroom library books, and some Spanish storybooks will be integrated into the program so as to enrich the students' language acquisition. Our students will be engaged in processing their second language by using hands-on activities such as drama, role-playing, poetry recital, and other pertinent instructional approaches. The teacher in the Title 3 ELA & Math After-School Program for grade 2 and grade 3 will also utilize technology such as computers, laptops, listening centers, audio-visual devices, Smart Board and/or overhead projectors. The portability of the laptops is practical for small group instruction or student partnerships. The teacher will provide a technology rich learning environment and will show evidence in lesson plans when integrating technology into the ELA and Math curriculum for the Title III After-School Program. The ELA/ Math After-School Program requires the use of laptops/ computers so that students can improve their research skills and writing skills as well as their math skills. In addition, the use of the listening centers will improve the students' auditory and language skills. The overall use of technology will allow for the integration of science and social studies curricula and will enhance students' skills in ELA, and Math specific to the Title III After-School Program. The use of technology also provides students with basic computer skills so that they can produce technology enhanced projects and so that they can create electronic projects portfolios.

Hence, the ELA and Math After-School Program will implement the usage of technology so that it can result in higher student achievement, improvement in the ELA NYS Test, Math NYS Test and the NYSELAT Test. Because English Language Arts, Mathematics, and Technology are infused throughout the curricula, we will continue to implement educational reforms as an outgrowth of integrating technology into the curriculum so that critical thinking skills are enhanced in the ELA and Math After-School Program. The utilization of the technology creates a body of thinkers with the ability to solve problems successfully and it allows for interdisciplinary and Inquiry-based lessons.

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)?

All Paste response to questions 1-5 here

N/A

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.

Paste response to questions 1-3 here

1. Dr. Rivero attended a workshop "The Nuts and Bolts of Pt. 154 Reporting" sponsored by BETAC. Our school offers weekly workshops for all teachers during their lunch hour (once a week). Some of the topics for the month of Sept. and Oct. have been: Core Standards, math and science content. She will continue to attend both in-house sessions, as well as conferences and workshops offered through the DOE on topics of ELL education. Dr. Rivero will also train teachers working with ELLs at one or more weekly sessions on the following: HLIS form, LAB-R /NYSESLAT tests, strategies for working with ELL students in the classroom, communicating with parents of ELLs.

2. Our counselor, T. Foley, assists ELLs make the transition from elementary to middle school. ELLs are assisted filling-out an application. During scheduled sessions, our counselor helps ELL students develop those skills: independence, self-reliance, and responsibility which they will need in middle school. She also discusses middle school issues, such as: what are the expectations, the change in classrooms, more than one teacher. Our counselor also arranges trips to visit middle schools for parents and their ELL children. She advises these parents about what schools would be appropriate for their children and discusses the pros and cons of a particular school for their children.

3. Dr. Rivero will conduct the 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. Topics to be selected will be decided at the initial meeting with those teachers (lunch PDs)

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?

Parental Involvement

Ms Y. Esquilin is our parent coordinator at P.S. 102. She distributes a parent survey form to determine the needs of parents. During the ELL orientation meeting, she and Dr. Rivero also administer the Parent Selection Form. Based on the needs of parents, Ms Esquilin has developed a series of workshops, among them:

- How to Help Your Child Succeed in School
- How to Help Your Child do Homework
- ARIS parent training workshop (to get school information on students)

Our CBO is Healthy Schools, Healthy Families. This CBO conducts workshops on health and nutrition topics and provides services to all parents, including ELL parents. Also, we receive materials and resources from the Dept. of Health and from EPIC (parent literature about asthma, cholesterol, etc.) six (6) times a year. Ms Esquilin has developed a handbook for parents with useful school information. She helps with translations and interpretation at school meetings.

We evaluate the needs of the parents based on the parent interest survey and needs communicated by parents to parent coordinator. The parent coordinator's office is accessible and user friendly. The coordinator greets parents every morning when they drop off their children at school. She assists parents with school applications for after-school programs and other school activities, such as field trips. Last year, Dr. Rivero & Ms Esquin took the parents to the Metropolitan Museum. This year's field trip is to the Metropolitan Opera.

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)	4	6	1	2	0	0								13
Intermediate(I)	1	6	1	5	4	3								20
Advanced (A)	6	3	3	3	2	10								27
Total	11	15	5	10	6	13	0	0	0	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4		4	1		5
5		6	5		11
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					1				1
4	1		3		2				6
5	2		2		5		3		12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		6		4		11
8									0
NYSAA Bilingual Spe Ed									0

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Analyzing the Assessment Data

All ELL students are mandated to take New York State English as Second Language Achievement Test (NYSESLAT). Based on the results of the NYSESLAT or LAB-R, students in the ESL Program (K-5) identified as beginners demonstrate strength in oral and aural (listening and speaking) language. The students' weaknesses in the ESL Program (K-5) are the reading and writing modalities. They are limited in their ability to meaningfully decode words and interpret sound-symbols relationships in English. Their limited English spelling conventions limits their ability to write down unfamiliar words. The low intermediate read a word by word or in short phrases and they can understand most common words or phrases. Even our advanced students didn't reach the higher scores. In writing, the beginning and intermediate students use familiar

and often switch to their first language. As they move into the intermediate level they become more comfortable using the second language. They recognize many topics by familiar words and phrases. They can understand with some effort the overall message of oral discourse in moderately demanding contexts, including personal relevant topics. They understand a range of common vocabulary and a very limited number of idioms. They understand simple, short, predictable phone messages, even though they will have difficulty in understanding an extended speech on the phone and sometimes in person.

As they start to use a limited range of grammatical structures, grammar and pronunciation errors are frequent and sometimes impede communication. Students continue to improve their oral language and they can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal and formal conversations with some confidence. They use a variety of vocabulary resources. The discourse is reasonably fluent and they demonstrate control over most basic and complex grammatical structures. At this stage, they can be understood by other listeners.

At the advanced level students demonstrate fluency in listening and speaking. They make academic presentations. They use sophisticated vocabulary, in both formal and informal conversations. They use greater language resources to analyze and solve problems and to make decisions. On the occasion that they engage in code switching they are reminded to speak in the language of instruction.

Reading and writing are very difficult for the low beginners. Their ability is limited to decoding words and interpreting sound-symbol relationships in English. They have few or no practical writing skills in English. As they improve and move to the intermediate level they can understand the purpose, main idea, and details in some shorter academic texts. They read word by word and can understand most words or phrases. They read text with language that is mostly concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling, or experience in a simple paragraph, though their writing often exhibits a lack of strong control over grammar and vocabulary.

As these students move to the advanced level they adjust their reading rate according to the content of the text. They grasp main ideas, key words, and important details in a wide range of social and academic texts. They understand the author's purpose, point of view and understand figurative language. They construct coherent paragraphs on familiar topics, expressing their feelings, with clear main ideas and details. They write about a variety of topics, even though they make some errors in grammar, vocabulary, or punctuation, but it doesn't interfere with communication.

Our students in the ESL Program receive explicit instruction in English. Beginning and intermediate students receive 360 minutes of ESL instruction and the advanced students receive 180 minutes of ESL instruction. Intermediate and advanced students need help mostly in reading and writing. They are doing better in speaking and listening. Intermediate students can usually understand main ideas and identify details in oral discourse in sustained personal interactions. They can comprehend instructions and directions, but may still need repetition. They understand language in demanding context, such as audiotapes and media broadcast on everyday topics. They can read academic topics with some fluency and speed. Like the intermediate students, the advanced students can understand meaning of new words from context; common cultural references in texts; distinguish between main ideas and supporting ideas in texts either of familiar content or language; deal with unfamiliar topics. They understand figurative language, author's purpose, point of view and tone. Further, intermediate and advanced students have trouble listening (only part 2) in the LAB-R and NYSESLAT.

Patterns across NYSESLAT modalities

Across the four modalities: reading, writing, listening and speaking, there is a clear need to expand vocabulary instruction. The correlation between strong vocabulary skills (roots, prefixes, suffixes, multi-meaning, words, etc.) and comprehension and writing skills is high. Providing students with the opportunity to interact with each other and share common (or uncommon) experiences will also address vocabulary development needs. The opportunity to produce written pieces daily must be incorporated into not only literacy lessons, but into content area instruction as well. The instructional strategies used to address these needs are compatible with those suggested in the Readers' and Writers' workshop model and provides consistency of instruction as students move into second language learning.

An example in grades 2nd – 4th on how to implement the four modalities will be Standard 2: Performance indicators:

1. Read, listen to, view, write about, and discuss a variety of literature of different genres. (L, S, R, W)
2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. (,R)
3. Locate and identify key literary elements in texts and relate those elements to those in other works and to students' own

experiences. (L,S,R,W)

4. Compose and present personal and formal responses to published literature and the work of peers, referring to details and features of text. (L,S,R,W)

The low beginners in the ESL Program can recognize a very limited number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greeting and simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible.

In speaking, the low beginning students in the ESL Program demonstrate little or no functional communicative ability in English. They have no understanding of basic grammar or syntax, and their vocabulary is very limited. They depend greatly on gestures in expressing meaning and often switch to their first language. As they move into the intermediate level they become more comfortable using the second language. They recognize many topics by familiar words and phrases. They can understand with some effort the overall message of oral discourse in moderately demanding contexts, including personal relevant topics. They understand a range of common vocabulary, a very limited number of idioms. They understand simple, short, predictable phone messages, even though they will have difficulty in understanding an extended speech on the phone and sometimes in person. As they start to use a limited range of grammatical structures, grammar and pronunciation errors are frequent and sometimes impede communication. Students continue to improve their oral language, they can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal and formal conversations with some confidence. They use a variety of vocabulary resources. The discourse is reasonably fluent, they demonstrate control over most basic and complex grammatical structures. At this stage they can be understood by other listeners.

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Classroom Tasks in ESL by English Proficiency Level

Beginning Level

Teacher/Student selects a favorite author for an author study. Students read a story written by the author. Teacher makes a chart and the students identify characters, setting, problem, and solution. Students respond to book by drawing a picture of their favorite part and by writing a caption, or acting out a scene. In conclusion, students review the book and each chooses a favorite part and explains choice.

Intermediate Level

Teacher/Student selects a favorite author for an author study. Students read a story written by the author. Teacher makes a chart, students identify characters, setting, problem, and lessons taught or implied. Class discusses similarities and differences among books. Teacher reads a final selection, stopping after the problem is established. Students write and illustrate an original ending. Teacher reads the author's ending. Students write final reflections about which ending they enjoyed the most and reasons for their choice.

Advanced Level

Students complete intermediate task. Students may use the Internet to learn more about the author and books. Teacher elicits elements of style that characterize the author's works and students create a checklist of style elements for this author. After reviewing, books are published and added to class library.

In order to evaluate the students' performance in: Reading, Listening, and Writing, we use the Teachers' College Reading and Writing Project. Academic Intervention Service (AIS) were provided to students who did not meet the standards.

Our school uses the Reading and Writing workshop model. Teachers have re-grouped students according to their level. They are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, have strong picture support for the low literacy students. PS 102 uses the Reading and Writing Workshop with supplements from the Schoolwide Inc. Writing Fundamentals Curriculum, which is an ELA standards based curriculum. Curriculum maps are in place for grades K-5 in reading and writing. Each unit has specific goals outlined in their grade level curriculum maps which are distributed and revised on a yearly basis. Units of study are carefully evaluated during a planning session that takes place in June with our Literacy coaches as well as during grade conferences and lab site professional development.

Modification of the ELA curriculum for ELL General Education students takes place through articulation with the ESL teacher. Materials have also been purchased to support our ELL students in reading and writing.

Modification of the ELA curriculum for ELL Special Education students takes place through articulation between the Special Education teachers, Literacy Staff Developer, and Literacy Coach.

Results of the ECLAS assessment will also determine the gaps in the curriculum which will be examined and discussed at the June planning meeting.

Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs, and tapes are used for listening.

Teachers also model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of realia, graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

During the after school program, ESL students are using the Kaplan materials and the Great Leaps Program. Some students participate, based on need, in the Wilson Program with the SETTS teacher. Teachers and paraprofessionals provide one-to-one tutoring services in reading in their native language for ELL students on a daily basis. English is provided on a daily basis for those who are English dominant.

Students who are below grade level are receiving mandated push-in services and career planning once a week with the Guidance Counselor.

We purchased the NYSESLAT practice books. Teachers are able to integrate this material into on-going instructional activities. Students become comfortable and more competent in a gradual and supportive manner while they are developing the required skills and meeting the NYS standards.

Overall, PS 102's goal is to help our ELLs academically achieve through quality, sensitive, challenging, and focused instruction in ESL since it is the key to transitioning students from proficiency in their native language to acquiring proficiency in English as well, and to ensure success in their lives. Our expectation is for students (K-5) to be able to pass the NYSESLAT and the ELA exams (3rd, 4th, 5th) and to be able to demonstrate that they have met or surpassed required state 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 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		