



P.S. 100 GLEN MORRIS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 100 GLEN MORRIS
ADDRESS: 111-11 118 STREET
TELEPHONE: 718-843-8390
FAX: 718-641-2474

TABLE OF CONTENTS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010100 **SCHOOL NAME:** P.S. 100 Glen Morris

SCHOOL ADDRESS: 111-11 118 STREET, QUEENS, NY, 11420

SCHOOL TELEPHONE: 718-843-8390 **FAX:** 718-641-2474

SCHOOL CONTACT PERSON: LAUREEN FROMBERG **EMAIL ADDRESS** lfrombe@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Deborah Fiallo

PRINCIPAL: Laureen Fromberg

UFT CHAPTER LEADER: Ayisha Clayton

PARENTS' ASSOCIATION PRESIDENT: Lilliana Villacres

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** CFN #531

NETWORK LEADER: Joseph Blaize /Althea Serrant

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Deborah Fiallo	tchr/uft	Electronic Signature Approved.
Laureen Fromberg	Principal	
Christina Lovasz	UFT Member	Electronic Signature Approved.
michele karin	tchr/uft	Electronic Signature Approved.
Christine Carricato	UFT Member	Electronic Signature Approved.
Lilliana Marin-Villacres	Parent	Comments: Unable to sign on with user ID going through override
Gieta Bhooklal	Parent	
Kavita Persaud	Parent	
Nirmala Beeran	Parent	
Ayisha Clayton	UFT Chapter Leader	Electronic Signature Approved.
Yolanda Toback	Parent	
Mary Muckian	UFT Member	Electronic Signature Approved.
Nandini Filosa	Parent	
Erica Kovaluskie	Parent	
Ivette Santiago-Mendez	Parent	Comments: Unable to sign on under user ID needed to override to approve

fran seibert	DC 37 Representative	Electronic Signature Approved.
--------------	----------------------	-----------------------------------

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P. S. 100 is committed to working with parents and the community to create a safe, nurturing educational environment that promotes self-esteem, respect for diversity, establishes high standards and fosters academic rigor. Our goal is to create life long learners, capable of using critical thinking, modern technology and individual talents, to become productive citizens.

This K-5 school serves culturally diverse students from lower to middle socioeconomic levels. The community is home to many new immigrants, and our parent community is an integral part of our school. The primary area of concern at is the academic achievement and growth of our students. Teachers work collaboratively to ensure optimal educational experiences for all students. Our Gateway Program provides enrichment services for students in kindergarten through 5th grade. The needs of our special education students are met in self-contained, ICT classes and through mainstreaming.

Our Academic Intervention Services (AIS) meet the needs of at-risk students. The AIS provider monitors, assesses and evaluates student performance and progress. One English Communication Arts teacher addresses the unique Language Arts needs of our Caribbean Creole English Speaking students. The results of ongoing student assessment drives the instructional program both during the school day and in Saturday programs.

Intervention Services will be provided by small group instruction during teacher Professional Periods and 37 ½ minutes extended.

Students with Individualized Education Plans (IEPs) receive a number of services, including Special Education Teacher Support Services (SETSS) and related services, such as Bilingual SETSS, speech, occupational/physical therapy, adaptive physical education and counseling. Our English Language Learners receive instruction in a freestanding ESL program, which uses both push-in and pullout models of instruction. Our goal is to have the ESL students test out of the program within two years.

We use the comprehensive needs assessment to identify priorities for improving student performance: implementing effective strategies to address the large number of students lacking basic skills in reading and mathematics; improving instruction for at-risk students by increasing opportunities for training teachers in specialized strategies to meet the needs of all populations. Current strategies for improving student performance in English language arts include the use of a Balanced Literacy Approach for reading. Classroom libraries, academic support personnel in the classroom, research based intervention programs for children not meeting the benchmark, and the assignment of a full-time literacy coach further support literacy instruction.

Everyday Mathematics is the primary vehicle for math instruction. The school has a full-time math coach to support the effective implementation of the program through focused stadd development. providing supplemental materials and strategies.

The vision for P.S.100 for the 2010-2011 school year is to educate the "whole child" by providing a challenging program that creatively addresses the students' academic, physical and social needs in a safe, nurturing learning environment.

Our integrated, multiculturally diverse curriculum will: construct knowledge based on the core standards and the individual needs of its students; infuse the arts; be technologically focused; be driven and intensify its physical education program. These initiatives will be supported by increased professional development and teacher collaboration.

Lastly, P.S. 100 will seek to strengthen its connection between home and school by providing increased opportunities for parental workshops, study groups and involvement in school activities.

Our ultimate goal can be summed up by our mission statement:

We Question...We Think...We Produce...We Succeed.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 100 Glen Morris								
District:	27	DBN #:	27Q100	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input 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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.9	94.1	TBD		
Kindergarten	151	176	171						
Grade 1	148	159	182	Student Stability - % of Enrollment:					
Grade 2	169	155	167	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	193	160	157		93.8	93.65	TBD		
Grade 4	213	189	161						
Grade 5	179	205	184	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		85.6	85.6	95.3		
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		5	31	TBD		
Grade 12	0	0	0						
Ungraded	2	0	2	Recent Immigrants - Total Number:					
Total	1055	1044	1024	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					4	1	8		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	23	47	50	Principal Suspensions	24	29	TBD		
# in Collaborative Team Teaching (CTT) Classes	25	23	37	Superintendent Suspensions	1	6	TBD		
Number all others	46	42	33						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	84	79	93	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	4	22	Number of Teachers	81	78	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	13	TBD
				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	81.5	87.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	63	65.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	94	TBD
American Indian or Alaska Native	0.3	0.3	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81	97.9	TBD
Black or African American	8.2	8.8	9.1				
Hispanic or Latino	32.5	28.7	27.2				
Asian or Native Hawaiian/Other Pacific Isl.	56.2	58.6	58.8				
White	2.8	3.2	3				
Multi-racial							
Male	52	52.9	55.3				
Female	48	47.1	44.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

New York Start results posted on 10/12/10 indicate that 92% of the 3rd, 4th and 5th grade students met the promotional criteria on the NYS ELA exam, while more than 98% met the criteria for NYS Math. These statistics reflect the entire testing pool, both general and special education.

For the PS 100 overall testing population (including general and special education) the results for Levels 2, 3 and 4 are as follows:

- 3rd grade 92% NYS ELA and 99% on NYS MATH met promotional criteria
- 4th grade 94% NYS ELA and 98% on NYS MATH met promotional criteria
- 5th grade 90% NYS ELA and 99% on NYS MATH met promotional criteria
(*more specific trends will be noted upon receipt of school report card).

A variety of ELA and Math assessment tools are used in the upper grades to determine student achievement and growth. Grouping of students is based on these assessments and changes as students' needs change.

TRENDS (AS PER LATEST AVAILABLE DATA)

Student Progress for English Language Arts indicates the following:

- Median Growth percentile was 67% which is 55.2% of the way from the lowest (38.7%) to the highest 85.7% score relative to our peer horizon and 52.1% relative to our city horizon
- Median Growth Percentile in the lowest third was 69% which is 57.5% of the way from the lowest (34.4%) to the highest (90.9%) score relative to our peer horizon and 37.0% of the way relative to our city horizon

Student Progress of Mathematics indicates the following:

- Median Growth percentile was 71% which is 52.6% of the way from the lowest (48.4%) to the highest (90.6%) score relative to our peer horizon and 58.8% relative to the city horizon

- Median Growth percentile in the lowest third was 64% which is 51.3% of the way from the lowest (34%) to the highest (86.6) relative to our peer horizon and 39.1% relative to the city horizon

52% of our students are performing at level 3 or 4 on the NYS ELA

71.5% of our students are performing at level 3 or 4 on the NYS MATH

The ECLAS 2 FALL 2009 – SPRING 2010 results indicate .75% of Kindergarten population showed an increase by one level, .77% 1st grade population shows an increase, .66% of 2nd grade population showed an increase. Overall, Kindergarten and 1st grade students met their benchmarks. Our 2nd grade students performed higher than in previous years.

Triumph Learning Publications exams were used as our formative assessment for grades 3- 5. A review of pre and post test data has shown a 10% increase in students exceeding grade level standards, an 8% increase in students meeting grade level standards, and an 18% decrease in students falling below grade level standards. More specifically, there was a 35% increase of kindergarten students meeting the standards, an 18% increase in 1st grade, 11.5% in 2nd grade, 16.5% in 3rd grade, 7% in 4th grade and 6% in 5th grade.

The results of our ELA Predictive and ITA Exams helped us to identify strengths and weaknesses of our testing students. Third grade students are performing well on identifying plot, solution, reading charts, and utilizing context clues. The test indicates that they are having difficulty summarizing text, identifying character traits and details and organizing information. Our 4th grade students are successful at identifying character's motives, cause and effect, main idea, synonyms and following directions. They need to work on context clues, organizing information and locating details. The 5th grade students excel at identifying author's purpose, drawing conclusions, paraphrasing text and identifying details. Their challenges are locating information, analyzing poetry, making inferences, identifying the main idea and distinguishing relevant from irrelevant information. The test performance indicators show the following trends: 3rd grade = 55% tiers 4 and 3, 4th grade = 79% tiers 4 and 3, 5th grade = 84% tiers 4 and 3. The Window #2 ITA scores reflected the following trends in scores: 3rd = 89% tiers 3 and 4, 4th = 92% tier 3 and 4, 5th = 77% tier 3 and 4.

Based on the Math Predictive and the ITA, students possess many strengths in grades 3, 4 and 5. Noted concerns were estimation, fractions, time, place value, expressions from inequality, equivalent fractions and organizing data. 83% of 3rd graders performed at tier 3 or 4. 96% of the 4th graders performed at tier 3 and 4. In 5th grade, 89% performed in Tiers 4 and 3. One notable accomplishment in mathematics is the steady decrease in level one students across all grade levels in math.

NYS Social Studies Assessment indicated that a 88% of our student scoring on levels 3 or 4, which was a 2% increase over the 2008 exam. Ninety-seven percent of our students meet the standard, although there was a decreased number of students scoring at level 4.

NYS Science Scores – 4th Grade

89% of our students scored at a level 3 or 4 Overall 97% of our students met the standards for passing on grade level.

English Language Learners

Overall across the grades 100% of our ELL's population met promotional criteria on the NYS Math Exam. 84% of the third graders meet or exceeded the standards at levels 3 and 4. It is important to note that none of our ELL students in the 4th and 5th grade received a level 4 on the math. however 40% of the 4th graders scored a level 3 and 33% of the 5th graders scored a level 3. Across all grades, on the NYS ELA Exam 93% of the students met or exceeded the standard (of non exempt students tested). Although no 3rd or 4th grade student achieved a level 4. 14% of the 5th grade ELL's scored at level 4. It is noted that a large majority of ELL students (76%) tested in the 4th grade scored a level 2. The ELL population scores need to be moved in the 2010-2011 school year.

Special Education population

We have analyzed standardized tests results for our special education population, including self contained, CTT and SETTS students. 90% of these students met or exceeded basic or proficiency standards on the NYS MATH exam. 65% of our 3rd grade scored a level 3 or 4. 37% of grade 4 scored a level 3 or 4. In 5th grade 41% scored in levels 3 and 4. As compared to last year there was an increase in special education students that fell below the standard on the NYS MATH exam. In 2010, overall 76% of our special education students met or exceeded the basic standard on the NYS ELA. In 3rd grade, 36% scored a level 3 or 4. In 4th grade 11% scored at level 3, while no students received a level 4. In 5th grade, 9% scored at level 3 while 3% scored at level 4. There was a noted increase in our special education population that did not meet the basic standard. Across all grades a majority of the special education students scored at a level 2.

Needs Assessment – Greatest Accomplishments

P. S. 100 collects and disseminates data that results in effective tracking of student progress. The school provides a rich and robust curriculum with a strong integration of the arts. The principal is visionary and promotes high expectation for staff and students. Students enjoy participating in engaging activities, which is reflected in their excellent attendance record. As a result, we continue to make progress in addressing the school's areas in need of improvement from the last quality review.

To gain a fuller understanding of the progress and achievements of all students, we have made many changes in our data collection and interpretation procedures. Our Inquiry Team will be increased, so as to reach and track more of our students, who are showing the least amount of growth. The development of Teacher Teams during our extended day has improved how teachers can interpret data to address students needs in the classroom as well as have an open dialogue to discuss student work and progress. Each classroom teacher has been provided with a rather comprehensive data folio to record student yearly progress. This data folio charts individual student performance on all standardized tests, teacher created tests, ongoing running records, reading program tests, benchmark exams, observations, conferencing notes, running records, unit exams,

Curriculum maps are currently being developed by each grade K-5 to concur with the new Common Core State Standards that will be in place in 2014. Professional Development is being used to address and make teachers aware of how the new CCSS will impact their effective teaching practices and student achievement.

P.S. 100 uses practice exams, item skills analysis, ECLAS results, reading levels, ITA and Predictive scores. This collection of information enables us to meet the individual needs of all students through differentiation of instruction. Our push-in and small group instruction during our literacy block, assists us in differentiating instruction.

We have targeted our Caribbean Creole English Speaking students to accelerate their yearly

progress. Our promotion rate for 2010 is an indicator of the progress made by this population. Classroom and AIS teachers collaborate and assess these students to meet their targeted skills. Classroom libraries grew to include high interest literature that is reading level appropriate.

Another accomplishment of P. S. 100 was the level of professional development that was directed at teachers needing to meet the individual needs of the students. It included linking technology in our Reading Street Program to track student progress. The coaches also developed individual skills data sheets that identified strengths and weakness, among individual students, as well as grade levels. Literacy and Mathematics conference notes also track individual student needs and identify specific steps to address those needs. Teachers revisit these needs until mastery is achieved.

Aids to Continuous Improvement

A significant aid to our continuous school improvement can be attributed to the extensive collaboration among all staff members from classroom teachers, coaches and SBST support staff. P.S. 100 has instituted the following practices that contribute to our collaboration and opportunities for all students:

- K-2 staff ensure proper implementation of our Learning Highway's Poetry Component to increase rhyming recognition and basic phonetic skills. It builds fluency and language skills, as well.
- Smart Boards were purchased to aid technology in the classrooms. The technology teacher provided training to all staff members to focus on enrichment lessons
- P. S. 100's Fall Baseline Assessments were created to provide teachers with an initial understanding of their students in September. This data was used to inform, modify and guide further instruction, as well as set individual student goals. Spring Baseline Assessments will be used to compare data results at the year's end.
- Teacher collaboration for 37-1/2 minute extended day is based on a flexible instructional plan to meet the needs of student achievement.

*The two coaches at PS 100 are integral part of the school instructional program they work yeachers to plan and model leassons and work with students in small groups.

- The P. S. 100 Staff Resource Room is utilized on a daily basis to communicate, collaborate and construct ideas and goals in all content areas. It serves as a think tank for staff members to research and develop ideas for lesson planning.
- The Awards Program is used by one class on grades K, 1 and 2. It has proven to be an effective Reading Program and integrates technology and basic reading skills for ELL Learners.

BARRIERS

Many of the students coming into our school are not adequately prepared with the proper foundations and fundamental skills. Fifty-nine percent (59%) of our students are Caribbean Creole English speakers from Guyana, Trinidad and Tobago. This population has been steadily increasing over the past few years. We need to address their limited vocabulary, language deficiencies and written communication difficulties. In addition, there has been an increase in our special education population. The barriers to continuous improvement are as follows:

- There is a lack of experiential background for many of our students. They have great difficulty making connections between self and world.
- NYC School Survey found parents are limited in their involvement in specific individual students' goals because of long work hours. This factor is a main reason for low attendance at Parent Association meetings and workshops given by teachers and coaches. The Inquiry Team findings also indicated that parents are not around to follow-up on student homework, and students are not given adequate areas to concentrate on studying.

It is noted that due to budget cuts our AIS program has been cut down to 1 full time teacher and 3 part time teachers. This is a tremendous decrease from the 10 AIS teachers from the past.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> SMART Goal I: To establish higher quality and consistency of literacy instruction in grades 3, 4 and 5 based on classroom observations, walkthroughs, assessments and 2009-2010 Progress Report Data. Students at Median Student Proficiency level will increase by 2%. 50% of students in grades 3, 4 and 5 will increase one rubric level in writing by June 2011 based on the same writing exercise given in October 2010 and May 2011.	<input type="checkbox"/> Description located under School Goal
<input type="checkbox"/> SMART Goal II: To cultivate a school community culture that increases communication and engagement of parents, staff and students. To set up structures and systems that involve and engage families and staff in shared decision making and communication about learning, safety and social/emotional intelligence.	<input type="checkbox"/> descriptio
<input type="checkbox"/> SMART Goal III: To provide Professional Development to improve teacher instructional performance in order to address students' strengths and needs. As a result of the professional development, 75% of class. observations will reflect grouping of students based on their strengths, needs and interests while demonstrating a high level of student engagement.	<input type="checkbox"/> balalalalal
<input type="checkbox"/> SMART Goal IV: To establish higher quality consistent Kindergarten instruction that educates the "whole child" by providing a challenging curriculum that addresses the students' academic, physical and social/emotional needs. 50% of kindergarten students will increase one benchmark level, when comparing November 2010 and April 2011 ECLAS scores. 50% of kindergarten students will increase the number of correct responses by 25% when comparing their October 2010 pre-assessments and May 2011 post-assessment. As a result of implementing a developmentally appropriate curriculum, kindergarten PPT referrals will decrease by 5% in the 2010-2011 school year, as compared to the 2009-2010 school year.	<input type="checkbox"/> year.

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 **ELA Grades K - 5 / Professional**
(where relevant) : **Development**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> SMART Goal I: To establish higher quality and consistency of literacy instruction in grades 3, 4 and 5 based on classroom observations, walkthroughs, assessments and 2009-2010 Progress Report Data. Students at Median Student Proficiency level will increase by 2%. 50% of students in grades 3, 4 and 5 will increase one rubric level in writing by June 2011 based on the same writing exercise given in October 2010 and May 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Provide a baseline level of instruction for teachers and students on grades 3, 4 and 5, by using the Pearson Reading Series, while still maintaining the balanced literacy 90 minute block format.</p> <p>Common planning sessions on each grade level to gain higher quality and consistency of instruction through the use of curriculum maps, pacing schedules, and the alignment of assessments across the grade, while sharing best practices.</p> <p>Using Teacher College materials and running records that will continue throughout the year, students will be evaluated at least three times a year.</p> <p>Unit test data will be analyzed every three weeks. Based on findings of teacher conference</p>

notes and unit test data, next steps will be formulated by Administration, Literacy Coach and Grade leader teams. 90% of our teachers will participate in the inquiry process.

Student reading groups are formulated according to student need. Groups will be altered based upon results from periodic and classroom assessments.

Our Gateway (Gifted and Talented) Teachers will enhance literacy instruction by working collaboratively during weekly common planning time in order to design lessons, experiences and/or projects, motivated by student interests, which utilize Gardner's Seven Intelligences.

Our Academic Intervention Team (SETTS, ECA, At-Risk Service Providers, ELL) will provide small group differentiated instruction for their target population through either push in/pull out services in order to meet the needs of their diverse learners.

- SETSS/AIS will service mandated students and at risk level 1s.
- ECA (English Communication Arts) will service Caribbean-Creole students.
- ESL will service their mandated and At Risk transitional students.
- Instructional Coaches will service level 2 students.

All of these providers will collaborate with classroom teachers and maintain congruence logs.

Saturday Program, to begin in January 2011, will provide 4 hours of intensive instruction and test preparation.

Teachers will attend workshops throughout the year in the use of Common Core Literacy Standards.

In-house demonstration lessons and intervisitation will be provided as needed.

Ongoing Parent Instructional Workshops will be given.

Our teacher created Writing Railroad Program will enhance the literacy curriculum by providing clear expectations and writing outcomes on every grade level.

This program will also provide consistency of the writing process across the grade levels.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Consolidated funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Pearson monthly assessments, the Predictive examinations and the ITA examinations, in house ELA practice examinations, and student writing samples, are used during the course of the school year. The data from these assessments is used to differentiate instruction, drive professional development and confer with students. Evidence is teacher observations, agendas from professional development and teachers' conference notes.</p> <p>To compare Fall and Spring ECLAS scores, in order to ascertain the increase in students reaching grade level standards from the 2009 – 2010 school year to the 2010 - 2011 school year.</p> <p>To compare Fall and Spring New York State ELA Baseline Test scores, to ascertain if the students achieved at least one year of progress.</p> <ul style="list-style-type: none"> - The reduction of PPT referrals in grade K, 1 and 2. - Rigorous student work within the literacy portfolio - Learning Highway Student Fair displays. - Language/print rich classrooms. - Projects, greater accountable talk and use of listening centers. - Evidence of individualized instruction, driven by ECLAS data, conference notes and running records to monitor increased student reading levels. <p>To compare the percentage of students achieving at least one year of progress in 2011 with the percentage from 2010..</p> <p>Lesson plans will be reviewed and evaluated for the Professional Teaching Standards, including organization of curriculum and subject matter material.</p> <ul style="list-style-type: none"> - Assessing of learning will be accomplished through collection of student work samples and observation. - Classroom walkthroughs will monitor effective classroom environment, procedures and routines and student engagement in learning. - Ongoing conferences with the coaches and mentor to support and accelerate teacher growth.

--	--

Subject Area
(where relevant) :

School Community

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> SMART Goal II: To cultivate a school community culture that increases communication and engagement of parents, staff and students. To set up structures and systems that involve and engage families and staff in shared decision making and communication about learning, safety and social/emotional intelligence.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Based up the results of the 2009-2010 school survey we strive to provide more opportunities for parent involvement and communication with the school staff.</p> <ul style="list-style-type: none"> • Meet the Administration Evening September 23, 2010 • Meet the Teacher Class Orientations September 27-October 4, 2010 • Family Fun Day October 2, 2010 • Students Letters to the Principal • Open School Conferences Fall/Spring • SLT bi-monthly meetings • Monthly Spirit activities for parents, teachers and students • Joint-sponsorship of playground revitalization • On-going Parent Association monthly meetings with interpreters available • Monthly school calendars • Monthly students goal send home • Monthly parent workshops by various members of school community • Learning Leaders Program • Extended Day parent study groups • Kindergarten Parenting workshops by guidance counselor and Kindergarten teachers • Monthly Parents Association Board members meet with Principal and Parent

	<p>Coordinator</p> <ul style="list-style-type: none"> • Community Outreach Events, (I.e. Diwali Festival) • Monthly Consultation Committee Meeting with Teachers and Administration • Alternate monthly meetings with paraprofessional \ school aides with Principal • Quarterly newsletter "Fromberg Focus" highlighting school wide successes and new initiatives • K- 5 Teacher Team Curriculum Meetings
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Consolidated Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The objective evidence is found in;</p> <ul style="list-style-type: none"> • Agenda • Minutes • Attendance sheets • Observations • Pictures • Walkthroughs • Handouts • Home School Compact • Learning Leaders Participation

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> SMART Goal III: To provide Professional Development to improve teacher instructional performance in order to address students' strengths and needs. As a result of the professional development, 75% of class observations will reflect grouping of students based on their strengths, needs and interests while demonstrating a high level of student engagement.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Literacy and Math Coaches will develop a support mechanism to provide in house, ongoing daily assistance to address teachers needs.</p> <p>Teachers will attend ASCD workshops to enhance their knowledge of planning strategies and management of differentiated instruction.</p> <p>Professional Development during common preparation periods, lunch and learns, grade conferences, as well as before and after school conferences.</p> <p>Weekly and monthly teacher team planning sessions to raise expectations to develop a common language between teachers to implement the common core standards and to review student work samples \ assessments, in order to address next steps in our inquiry process.</p> <p>Literacy and Math coaches will provide demonstration lessons, facilitate intervisitations and encourage participation in outside workshops, with the proviso that the information be turnkeyed to the staff.</p> <p>To develop a school community of learners who share, model and expand upon best teaching practices.</p> <p>Align school budget to support opportunities in house and or outside professional development workshops focusing on interest/project based learning.</p> <p>One on one principal and teacher conferences.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Consolidation of Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The measurable objective will be evidenced by:</p> <ul style="list-style-type: none"> • Assessing of Learning will be accomplished through collection of student work samples and observations. • Classroom walkthroughs will monitor effective classroom environment, procedures/routines and student engagement in learning. • Bulletin Board displays will reflect different assignments, different projects and work samples, based upon student level and interest. • Ongoing with PS 100's "Think Tank" comprised of our coaches and administrative team, will help support and accelerate teacher growth.

**Subject Area
(where relevant) :**

Kindergarten Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> SMART Goal IV: To establish higher quality consistent Kindergarten instruction that educates the "whole child" by providing a challenging curriculum that addresses the students' academic, physical and social/emotional needs. 50% of kindergarten students will increase one benchmark level, when comparing November 2010 and April 2011 ECLAS scores. 50% of kindergarten students will increase the number of correct responses by 25% when comparing their October 2010 pre-assessments and May 2011 post-assessment. As a result of implementing a developmentally appropriate curriculum, kindergarten PPT referrals will decrease by 5% in the 2010-2011 school year, as compared to the 2009-2010 school year.</p>
--	---

Action Plan

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



Beginning September, 2010, all kindergarten students were pretested using the Brigance Testing Program in order to facilitate placement in the appropriate class and/or services.

Design and implement a new kindergarten literacy pacing calendar based upon the new Common Core Standards.

To provide kindergarten students with language acquisition and immersion through an in-house literacy design program entitled "The Learning Highway."

To provide common planning and professional development during inquiry sessions with teacher teams. Sessions will focus on the analyzing of fall ECLAS results, in order to determine students' strengths and weaknesses and plan next steps for individualized student instruction.

To provide spring professional development to compare November 2010 and April 2011 ECLAS results in kindergarten to evaluate the effectiveness of the differentiated instruction.

To provide in house demonstration lessons and inter visitations.

To provide training for kindergarten teachers in house and out of building that enhances, extends and supplements our kindergarten curriculum.

Our math coach will provide professional development to train kindergarten teachers in using the Everyday Math Program to introduce, teach, apply, assess, and extend mathematical concepts and skills to real world situations.

To extend mathematical skill building strategies through the use of Continental Press series AA Mathematical Skills Concepts and Problem Solving.

To provide daily time to engage in friendship circle activities to engage in socialization.

Applied for "Move to Improve" physical activity grant to increase kindergarten students physical activity level and social/emotional learning.

To create and design meaningful center activities to develop students' academic and social

	<p>awareness.</p> <p>Guidance counselor will provide parenting class for our kindergarten parent community.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Consolidated Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The measureable objective will be evidenced by:</p> <ul style="list-style-type: none"> • classroom observations and walkthroughs • reduction of PPT referrals • rigorous student work within literacy and math portfolios • learning highway student fair displays • language/print rich classrooms • projects, greater accountable talk and use of literacy/writing/math centers • evidence of individualized instruction, driven by ECLAS data, conference notes and running records <input type="checkbox"/>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	23	18	N/A	N/A				
1	11	9	N/A	N/A		1		
2	21	20	N/A	N/A				
3	19	19	N/A	N/A				
4	23	18			2			1
5	18	11			2			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> AIS in ELA is being implemented in several different ways: *Homogeneous groups on each grade during guided reading, using Reading Street Levelled readers *45 minute sessions of homogenous groups with AIS provider, using My Sidewalks *Differentiated instruction for ELLs, using Santillana *Levelled instruction for new english speaking immigrants, using Sing Spell Read and Write *Extended day, small group literacy instruction using a variety of teaching materials. *Saturday program, using Comprehensive Reading Assessments and Buckle Down test preparation
Mathematics:	<input type="checkbox"/> AIS in Math is being implemented in several ways: Extended Day small group math instruction using a variety of teaching materials Triumph Learning Coach NYS Math and Buckle Down Mathematics in homogeneous AIS groups Differentiated instruction during Math block, using Everyday Math and Continental Press Empire State Mathematics march to March with supplement instruction for April and May

	Saturday School program for skill and test preparation, using Jumpstart and Workout Options material
Science:	<input type="checkbox"/> In addition to the mandated periods of science instruction by our science cluster teacher, students receive content-based instruction during the literacy block with their homogeneous group during the guided reading period. The science lab will act as an instructional tool to provide hands on lessons to understand science manipulatives.
Social Studies:	<input type="checkbox"/> In addition to the mandated periods of social studies instruction by our social studies cluster, students will receive content based instruction during the literacy block during differentiated instruction and guided reading.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> A guidance intervention program was developed. Students will attend sessions to work on conflict resolution, anger management, bullying and self esteem.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Provided on an as-needed basis, currently no at risk students have been identified by the Pupil Personnel Team. When needed, the service will address emotional, social, neurological factors that effect student performance and provide prescriptive measures that address student needs. Additional student support services may be suggested.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Provided on an as-needed basis, currently no at risk students have been identified by the Pupil Personnel Team. When needed, students will receive services on how to deal with various personal and family issues that ate adversely affecting student progress.
At-risk Health-related Services:	<input type="checkbox"/> Provided on an as-needed basis, currently no at risk students have been identified by the Pupil Personnel Team. When needed, students will receive services on learning to cope with health related issues such as obesity, diabetes and asthma, etc.

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **ORCA/SEB** by the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Information for this is included in the LAP Report Part IV. Please refer to the Attached report.

Professional Development Program

If information of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below with the will be any professional development program for teachers and 2009-10 staff if possible for the delivery budget under only services titled English proficient students 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.

Section III: Title III Budget

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.

School: PS 100 Q
BEDS Code: 342700010100
 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 parts are listed in Sections' II and III below.

Section I. Student and School Information.

Allocation Amount:		
Grade Level(s)		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Number of Students to be Served:		
LEP-88 Professional salaries (schools must account for fringe benefits)	182,748.00	<input type="checkbox"/> Two full time teaching salaries for ELL teachers, and per session for Saturday School instruction.
- Per session Number of Teachers 2 - Per item Other Staff (Specify) 1 special education teacher with bilingual extension		
Purchased services School Building Instructional Program/Professional Development Overview		
- High quality staff and curriculum development contracts		

Section II: Title III: Part A LEP Program Narrative

Language Instruction Program

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. Parents fill out a language report at the beginning of the school year, and they advise the school of the primary language used at home. These Home Language Identification Surveys are secured in the main office. These reports are used to determine how progress reports, meeting notices, official school memos, and informational flyers need to be translated, in order for the parent community to get information.
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. Primary language usage findings are determined by the language report. These findings have shown approximately 10% of the student population requires translation services. These translation services are for Spanish, Dutch, Punjabi speaking parents. The current PS 100 Q population only requires written translation for Spanish speaking parents. The ELL teachers have provided the entire student population with information about phone translation services offered by the Department of Education. During parent workshops, the Parent Coordinator translates all information to the parent community. These findings are shared with our school community through our annual school report.

Part B: Strategies and Activities

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

Written translation services are provided in-house by school staff members. All written communications, including progress reports, meeting notices, brochures and flyers to parents are sent home in English and translated version where applicable. All notices sent home are reviewed by the staff members with knowledge of the language. Parents are advised of department of Education phone translation services for additional help.

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.

Oral interpretation services are provided inhouse by school staff. Several translator parent volunteers also provide oral interpretation services for parents during workshops as well as parent teacher conferences. Our Parent Coordinator will support efforts to involve parents in the school and community. Interpreters will facilitate communication with parents in their native language when needed.

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

Important information regarding school and student issues are addressed by the school translation specialists. They are available to attend parent meetings, workshops and conferences on an as needed basis. The parents' Bill of Rights and the school safety plan procedures are located in the principal's office. These are available for review with interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$754,479.00	\$20,383.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,748.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$38,743.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$77,486.00	*	

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

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

The percentage of high quality teachers is 100% at PS 100. To date no activities and/ or strategies are needed to ensure the high quality teachers we already have

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Please see School Documents section under CEP Quick Links to read the Parental Involvement & School -Parent Compact

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

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

See School Documents Section

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.



We will revisit our CEP. We will review the data then look at the educational programs we've created. Through observations and speaking informally to the various constituencies, we will assess their effectiveness and make the necessary changes, where indicated.

Weekly Teacher Team Meetings will discuss and assess the student work and how we can use the data to drive future instruction.

In the spring we will conduct a PASS review by the SLT team. Administrators, teachers, para-professionals, and parents work collaboratively to gather information with regard to PS 100's needs. The PASS will be used when writing the new CEP.

The administrative team will conduct focused instructional walkthroughs of the building, in order to see which instructional strategies are working and which are not, and to assess our strengths and weaknesses. Based on these walkthroughs, PS 100's in-house professional development plan will be formulated.

The administrative team collects and reviews tests and work samples in order to make sure standards are being met.

Through the Quality Review Summary Report, Principal Performance Report, Annual School Report and other statistical data provided by the city, state and region, PS 100 constantly self evaluates and upgrades its Academic Intervention Services and ELL Program, as well as, it's Special Education Program through Professional Development meetings during school

2. Schoolwide reform strategies that:

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



The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the number of students lacking basic skills in both reading and mathematics; improving instruction for at-risk students by increasing opportunities for academic intervention programs; train teachers in specialized strategies to meet the needs of all populations. P. S. 100's Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic achievement of all students.

Current strategies for improving instruction and student performance in English language arts include the continued use of a Balanced Literacy Approach for reading, which consists of: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be

continued in the 2010-2011 school year, as it will form the basis for the uniform citywide literacy program and will be implemented during a 90 minute literacy block for grades K-5. Classroom libraries, academic support personnel (paraprofessionals included) in the classroom, limited AIS services during guided reading provided for children not meeting the benchmark and the assignment of a full-time literacy coach, will further support literacy instruction.

Grades K-2 will use Learning Highway and classroom libraries to enable students to achieve academic success. My Sidewalks will be used as an additional source for our struggling readers.

Grades 3/4/5 will use Pearson Reading Program.

The Literacy Coach assists teachers and provides ongoing staff development. We have a designated block of time for our balanced literacy program.

Currently, all grades (K-5) are using Everyday Mathematics as the primary vehicle for math instruction in the school. This citywide program for mathematics will continue to be implemented during a 75-minute math block for grades 1-5, and a 60-minute block for kindergarten. As part of the citywide initiative, the school has been assigned a full-time math coach to support the effective implementation of the program through focused, on-site math staff development. The learning will be cyclical, in order to reinforce math concepts.

A designated block of time is allotted for our math program, as it fits individual teacher schedules.

Our Math Coach assists teachers with ongoing professional development in the Everyday Mathematics Program. The math coach also engages the students in several activities including, Penny Harvest, Problem of the Week, Math Spirit Week and 24 Game and Math Challenge, P.S. 100 Math Bee.

Continuous assessments (Acuity Predictives, ITA, P.S. 100 testing programs) take place throughout the year to track student achievement, so that we can provide additional instruction, where necessary.

Part-time computer specialist facilitates and works directly with students in the classrooms, and helps the teachers infuse computer usage across the curriculum.

Parent Coordinator – Ongoing networking for the extended school community, including organizing parent workshops and school volunteers and acts as a liaison between school staff and the parent community.

E.S.L. – Two teachers to provide full time services for children whose first language is not English and group them by language proficiency. Instruction includes reading, writing, speaking and listening, meeting the New Standards in English Language Arts. ESL services will be administered in accordance with Department of Education policies.

Eight Paraprofessionals – working in a self-contained and CTT special education classes. Two health paraprofessionals in special education. Implementation of the CAT Arts Program, with an emphasis on linking the arts to the curriculum, to target all students in the school. The focus will be on multicultural awareness through art, drama and music.

One early childhood class size reduction teacher to service at-risk students in math and reading.

To expand technology, we will continue to purchase additional computers, equipment and software, so that teachers, students and parents can utilize an open access computer lab in addition to classroom computers.

Common planning time will be provided in the form of common preparation periods, staff development days, grade conferences and departmental meetings for staff members engaged in collaborative activities and special projects.

In keeping with our philosophy of preparing the students for a multi-media society, we have computers in every classroom, as well as a full functioning computer lab. All classrooms are connected to the Internet, each room has been hooked up for wireless connection, and each classroom teacher has access to a wireless notebook, which may be used with small groups. In addition, all teachers have regular access to

the Smart Boards, which are housed in various places in each corridor of the school building to accommodate all rooms. We also have a part-time computer facilitator who services various grades.

One science cluster provides instruction for students in grades 3 through 5. Manipulatives, scientific strategies, deductive reasoning and experiments enhance our students' scientific knowledge. Specific instructional strategies are being used with our 3rd and 4th grade students to prepare them for the NYS Science Test.

One social studies cluster teacher services all grades with primary focus being on fourth and fifth grade students.

There is one literacy through creative expression cluster teachers who integrates music across the curriculum to grades K-5, teaching general music appreciation and practice, with a connection to literacy. Our Gateway classes learn to play the recorder and demonstrate their skills in school performances. In addition, all students in grades 3, 4 and 5 are invited to participate in the school chorus. They get the opportunity to perform at various school functions.

We have one gym cluster teacher, and a library cluster, and a part time cluster that addresses critical thinking skills through the math curriculum.

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.

- We will continue to provide additional instruction in both skills and test preparation in our Saturday Academic Program. There will be a literacy and mathematics component to address students' needs. Students will be grouped according to their strengths and weaknesses. Instructional Programs will be determined when funding becomes available.

- o Help provide an enriched and accelerated curriculum.

We will continue a gifted and talented "Gateway Program" in grades 1 – 5 to address the needs of our students who show strengths in various areas. This year our "Gateway Program" has expanded to include a Kindergarten class. These students will be homogeneously grouped to enable them to move forward more quickly and enhance the use of their multiple intelligences.

Common planning time will be provided in the form of common preparation periods, staff development days, grade conferences and departmental meetings for staff members engaged in collaborative activities and special projects.

In keeping with our philosophy of preparing the students for a multi-media society, we have computers in every classroom, as well as a full functioning computer lab. All classrooms are connected to the Internet, each room has been hooked up for wireless connection, and each classroom teacher has access to a wireless notebook, which may be used with small groups. The school is equipped with several Smart Boards. They are located on each floor, in each wing of the school, providing all teachers access to the equipment as needed. We also have a part-time computer facilitator who services various grades.

- o Meet the educational needs of historically underserved populations.
 - Presently, most of the PS 100 student population falls under the "historically underserved" category and all of our educational programs address the needs of all students in our population. Please review programs above.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

The following support services are currently offered to assist students who are not approaching standards:

- AIS teachers provide intensive small group instruction throughout the day for targeted students.
- ESL: Two teachers service children whose first language is not English and provide instruction and services as an academic support.
- Speech: Services are provided to students who are mandated and at risk students.
- STRRS: Short Term Resource Room Services are provided for children experiencing academic difficulties and fall in the At Risk category.
- SETSS: Resource Room Services are provided for children identified as needing additional support. Two teachers work on a rotating schedule with 6-8 students in grades K-5. To ensure that all students are serviced, we have one monolingual and one bilingual SETSS teacher.
- Pupil Personnel Team: PPT meets weekly to discuss and plan for intervention services for at-risk students. This process is initiated by teacher referral.
- Learning Leaders Program: Trained parent volunteers work with students in need to offer support and tutoring.
- At-risk Counseling: Our guidance counselors work with small groups to provide emotional support to achieve behavior modification, improve social skills and provide conflict resolution strategies. ERSS counseling is also provided for at risk children by a guidance counselor.
- Teachers utilize their professional periods to work with students in small groups to provide individual AIS instruction.
- One English for Communication Arts (ECA) Teacher who works with new English speaking immigrants in small groups.

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

PUBLIC SCHOOL 100'S PROPOSED EDUCATIONAL PROGRAM FOR 2010-2011

In addition to continuing our current programs we plan to propose the following programs:

- English for Communication Arts (ECA) – 1 full time teachers target grade 3 and 4 speakers of Caribbean-Creole English. Teachers work with students with special language arts needs; instruction is conducted in homogeneous groups with students placed according to language arts ability levels.

- Library/Media Specialist – Maintain collection and circulation of books and resource materials. Link with staff and Curriculum Committee to assist with book selections that best support instruction and align with curriculum. Collaborate with classroom teachers to plan units of study. Work with both small groups and entire class.
- Writing Railroad Workshop will be used to improve students' English language arts and writing competency.
- In-School Suspension – in accordance with SAVE Legislation, if funds are available, we will restore our in-house suspension program.
- Continue our monolingual and bilingual SETSS and speech programs to address the individual needs of our mandated students. An additional full-time resource room teacher is needed to provide all at-risk and/or mandated students.
- We will have one Literacy Through Visual Arts teacher to service early childhood classes and an Early Childhood Science teacher.
- Functional grouping will be accomplished by push-in and pull-out programs and My Sidewalks. We will also utilize community resources; FDNY – Firefighters make school visits for fire prevention and safety. Students tour fire trucks and visit local firehouse. NYPD – Police Officers make school visits to talk about community safety, proper use of 911, talking to strangers, and traffic safety rules. Public Library – classes visit to obtain library cards, story time and how to borrow books. USMA – Toys for tots to introduce student philanthropy. March of Dimes – to understand children illnesses and collect money for a social cause.

3. Instruction by highly qualified staff.



The student body is served by 95 professionals and support staff, including (1) principal, (2) assistant principals, (65) teachers, (1) literacy coach, (1) math coach, (1) parent coordinator, (1) guidance counselor, (10) paraprofessionals and health/paras, (3) secretaries, (2) safety officers, (6) school aides, Of the teachers on staff, 100% are fully licensed and certified. *From the 2009 Annual School Report, 87% have more than 2 years complete teaching experience, and more than 94% hold a Masters Degree.*

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.



P. S. 100 will conduct workshops, staff conferences and grade conferences for teachers and paraprofessionals. Presently, at PS 100, Teacher Team Meetings have been structured into the extended day to continue to serve the needs of the staff. These teams are grade specific and/or content related. Common preps for the Gateway, AIS, Special Education, Creative Art Teachers, Pupil Personnel Team and Curriculum Teams provide opportunities for the staff to discuss current topics relevant to students' needs. We will participate in focus groups to modify existing programs, and we will have ongoing parent workshops. The Principal will attend monthly Principals' Conferences.

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



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

P. S. 100's Parent Coordinator conducts parent workshops all year long. She also invites parents to monthly movie nights and she has father/son and mother/daughter events. This year we started an Community Outreach Program which began with PS 100's Family Fun Day in October 2010. This was to open the doors to our surrounding community and let them see what PS 100 is all about. The Parent Coordinator is also having monthly "cultural awareness nights" (i.e.) Dawali Festival, to show support of our community as well as, a learning opportunity for members of the community. Our Parents' Association runs two book fairs, at which parents purchase books for their children. We also are involved in the Learning Leaders parent volunteer program.

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.

N/A

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.

P. S. 100 conducts staff conferences to explain and present the assessment tools to the teachers. We conduct grade conferences to make assessments specific to the grade. We also bring in our AIS team to work with the teachers, with regard to the implications found in the assessments. Specific grouping and activities are generated from these assessments.

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

P. S. 100 has an in-house AIS team that works with students in need of assistance on each grade. The team meets to formulate a plan of action for the children. Activities include both push-in and pullout, and scientifically developed programs are used to assist teachers in working with the students. Students are conferenced with twice a week, in order to ascertain their progress. AIS teachers begin working with students in October, after a month of placement testing, and they collaborate with classroom teachers on a daily basis.

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

N/A

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$633,762.00	True	15,16,20,21,41-43
Title I, Part A (ARRA)	Federal	Yes			\$20,179.00	True	p 44 & 45
Title II	Federal	Yes			\$337,656.00	True	p 16, 17, 23, 27, 40, 41, 42
Title III	Federal		No		NONE	True	
Title IV	Federal		No		NONE	True	
IDEA	Federal	Yes			\$110,908.00	True	15,16,43
Tax Levy	Federal	Yes			\$4,408,834.00	True	15,16,17,20,42,43,45

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

PS 100 is not a Targeted Assistance School. We do not fill out section D

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

PS 100 does not fill out this section

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;

PS 100 does not fill out this section

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

PS 100 does not fill out this section

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

PS 100 does not fill out this section

4. Coordinate with and support the regular educational program;

PS 100 does not fill out this section

5. Provide instruction by highly qualified teachers;

PS 100 does not fill out this section

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

PS 100 does not fill out this section

7. Provide strategies to increase parental involvement; and

PS 100 does not fill out this section

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

PS 100 does not fill out this section

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.

CEP RELATED ATTACHMENTS

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

File Name - 28_27Q100_102810-153749.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CSN531	District 27	School Number 100	School Name Glen Morris
Principal Laureen Fromberg		Assistant Principal Ivana Reimer	
Coach Sue Abrams		Coach Debbie Fiallo	
Teacher/Subject Area Kelly Reis, TESOL		Guidance Counselor Heather Sweet	
Teacher/Subject Area Andrea Verderber, TESOL		Parent	
Teacher/Subject Area type here		Parent Coordinator EvelynOrsini	
Related Service Provider type here		Other type here	
Network Leader type here		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	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	998	Total Number of ELLs	88	ELLs as Share of Total Student Population (%)	8.82%
------------------------------------	------------	----------------------	-----------	---	--------------

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.

Paste response to questions 1-6 here

1. Upon registration, the parent/guardian is interviewed by a pedagogue as well as a translator and the HLIS is reviewed and completed in their Home Language. The HLIS is then reviewed by an ESL teacher, who then determines if the student is eligible for the LAB-R; if a language other than English is indicated at least once in Part 1 and at least twice in Part 2, the LAB-R is administered within 10 days. The pedagogues responsible for conducting the initial screening, administering the HLIS, the LAB-R as well as any initial formal assessments are the ESL teachers, the Literacy Coach, the Math Coach and the Data Specialist. As required by New York State, all ELLs take the NYSESLAT administered by the ESL teachers; speaking is given individually and the other modalities are administered in groups. The scores are then used to determine grouping for the following school year.

2. The structures in place to make parents aware of their program choices are the on-going ESL Parent Orientations held several times each year following the enrollment of new ELLs. At these meetings, parents watch the EPIC Parent Orientation video in their Home Language and work with a translator to complete the PPSF. Parents are also made aware of which schools offer these particular programs. The Parent Coordinator also reaches out to parents who are unable to come to the ESL Parent Orientations to arrange an appointment.

3. The ESL teachers ensure that the appropriate entitlement letters are distributed both in English and the students' Home Language. The Parent Coordinator is involved in this process by making phone calls and speaking to parents both before and after school to ensure that the PPSFs are completed and returned at the time of the ESL Parent Orientation.

4. PS 100 offers Freestanding ESL. Students are grouped by grade and by LAB-R proficiency level. The programs available at PS 100Q are based on the parents' choices.

5. The trend reflected by the PPSF indicates that parents favor the ESL program. Approximately 90% of the parents who attend the ESL Parent Orientation choose the ESL program for their child.

6. The programs offered at PS 100Q are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	23	24	13	9	14	5								88
Total	23	24	13	9	14	5	0	0	0	0	0	0	0	88

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	3

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	61	0	15		0						61
Total	61	0	15	0	0	0	0	0	0	0	61

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
Chinese																			0	0
Russian																			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
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:
Native American:	White (Non-Hispanic/Latino):
	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	12	14	7	7	11	2								53
Chinese	0	0	1	0	1	0								2
Russian	0	0	0	0	0	0								0
Bengali	1	1	0	1	0	0								3
Urdu	0	2	2	1	1	1								7
Arabic	2	1	1	0	0	1								5
Haitian	0	0	1	0	0	0								1
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	7	6	0	0	1	0								14
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	0	1	0	0	1								3
TOTAL	23	24	13	9	14	5	0	88						

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.

Paste response to questions 1-4 here

1a. The organizational model used at PS 100Q is pull-out.

1b. The program models are block, ungraded and homogenous based of proficiency level.

2. The staff and administration work together to ensure that the mandated number of instructional minutes are provided. PS 100Q assures the students receive the mandated number of instructional minutes by adhering to a schedule that is reviewed by an administrator. Explicit ESL instruction is delivered in each program model according to CR- Part 154 regulations; 360 minutes (8 periods/week) for Beginners and Intermediate ELLs, 180 minutes (4 periods/week) for Advanced ELLs. Beginner and Intermediate ELLs, in compliance with CR- Part 154, do not receive explicit ELA instruction in their classrooms, but receive ESL during that time. Advanced ELLs do receive ELA instruction in their classrooms daily. NLA instruction is not delivered in our school; however, students are encouraged to use their Home

Language when necessary.

3. P.S. 100Q delivers explicit ESL instruction to teach language and literacy across the content areas using Santillana Spotlight on English. The thematic program incorporates instructional strategies and ESL methods to promote language acquisition and vocabulary development. Strategies utilized include cognitive, meta-cognitive, scaffolding and affective strategies. Students interact with content material that is relevant to the academic subject of study. Language development is infused through the content areas in accordance with the research of A. Chamot and M. O'Malley (the CALLA approach). Students are grouped homogeneously based on proficiency level determined by the LAB-R and NYSESLAT.

4. SIFE students are given AIS services to build basic skills. Additionally, they are given grade appropriate ESL instruction. Newcomers can receive ESL and AIS. They also receive ESL Saturday instruction and participate in the extended day program. ELLs that are now mandated to take the ELA after one year are afforded the same opportunities as their monolingual counterparts such as Saturday Academy and after school intensive ELA practice; academic and "testing language" is infused in both the ESL and ELA curriculum. ELLs taking the ELA participate in all practice tests and utilize Strategies To Achieve Reading Success (STARS) as well as Comprehensive Assessment of Reading Strategies (CARS). Long term ELLs receive intensive grade appropriate instruction in reading and writing as well as AIS and extended day services. They participate in the same instructional programs as monolingual students. These programs are aligned with New York City and New York State ESL and content area standards, as well as with the school's core curriculum. ELLs with special needs are serviced as per their IEP and their goals are taken into consideration when planning.

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

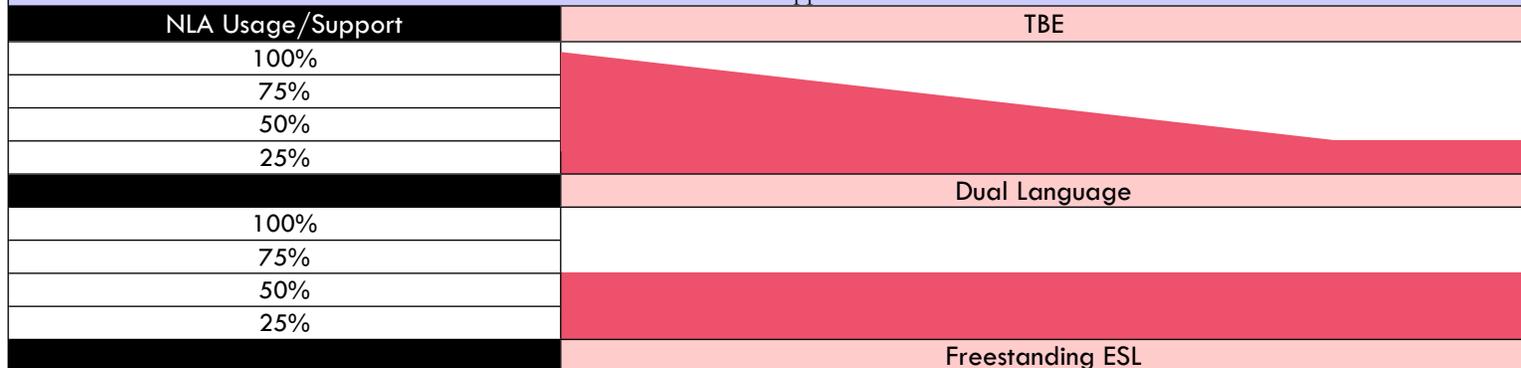
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. ELLs fully participate in Mathematics and other content area programs. Teachers working with ELLs differentiate instruction to meet their needs and use a Literacy program that has an ELL component built in. Supplemental programs for ELLs include extended day, Saturday Academy, Wilson and AIS when available.

6. ELLs who reach proficiency on the NYSESLAT receive AIS services, when available, for the following 2 years as well as testing modifications.

7. A program that will be considered for the upcoming year is Imagine Learning English, contingent upon funding.

8. At this time, Scott Foresman Sunshine Edition is being discontinued because it is out-dated and does not meet the academic needs of our students.

9. ELLs are afforded access to the same programs as monolingual students. Title III is used to form Saturday classes and purchase supplemental materials for ELLs.

10. Instructional materials include Santillana Spotlight On English, leveled texts, graphic organizers and big books for shared reading. ELLs understanding of academic content is supported through the use of audio, visuals and realia. Smartboards are also utilized to make learning interactive.

11. Native Language support is used through the use of bilingual dictionaries and state tests available in their home language. If the

test is not available in their language, a translator will be provided.

12. Service support and resources are age and grade appropriate.

13. Administration holds orientation meetings for parents of all students prior to the start of each school year. Interpreters are present and parents are able to ask questions and look at the school.

14. There are no language electives offered.

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)?

Paste response to questions 1-5 here

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. Professional development for all teachers of ELLs (including clusters and classroom teachers) will be given throughout the school year. Since there is a high enrollment of newcomers in the upper grades, professional development will focus on how to differentiate content areas to meet the needs of the newcomer. In order to accomplish the aforementioned, teachers will learn the stages of language acquisition. Additionally, teachers will become familiar with the Bloom's Taxonomy of verbs that correspond to the stages of language acquisition, in order to set objectives and differentiate within the lesson plan. BETAC will be invited to come to our school to run professional development workshops based on the needs described above. Other on-going professional development for ESL teachers will attend workshops implemented by BETAC.

2. PS 100Q staff meets and discusses student placement with middle school staff every spring. Also, Middle School staff speaks to the students about the academic requirements, dress and behavior codes, clubs, art and music programs.

3. We are currently in correspondence with BETAC to arrange for all teachers of ELLs to receive the minimum of 7.5 hours of ELL training as per Jose P.

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?

Paste response to questions 1-4 here

1. Parent involvement has increased this year. Many parents have volunteered to act as classroom helpers or participate in various fundraisers like "Family Fun Day" and "Dwali Celebration" and other school activities to help their school community.

2. Surveys are sent home in order to evaluate the needs of parents.
3. The data from the surveys as stated above are used the following year to make necessary changes to meet their needs.
4. The parental involvement activities help create a sense of community, share their cultures and a safe place to interact with school staff.

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)	9	13	5	0	2	0								29
Intermediate(I)	0	10	6	4	2	2								24
Advanced (A)	14	1	3	4	10	3								35
Total	23	24	14	8	14	5	0	0	0	0	0	0	0	88

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	0	0	0								
	I	9	1	0	0	1								
	A	9	10	3	3	0								
	P	9	2	6	9	4								
READING/ WRITING	B	18	5	1	0	0								
	I	9	5	4	2	1								
	A	1	1	4	10	4								
	P	1	2	0	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	4	4	0	10
4	0	5	2	0	7
5					0
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		3	1	3		9
4			2	1	5				8
5									0
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	1		5		1		8
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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.

Paste response to questions 1-6 here

- Early literacy skills of ELLs are assessed using ECLAS-2, regular sight word assessments and Reading Street assessments. The data

4. The data patterns across proficiencies and grades reveal that students' strengths are in listening and speaking and that they need improvement in reading and writing. Based on these patterns, teachers need to focus more on building ELLs' proficiency levels in reading and writing. Teachers will model the use of academic language, use visual support, model writing techniques and immerse students in various genres of literature. Teachers will also group the students according to level of language proficiency and reading level as well as differentiate instruction to meet the needs of all ELLs. Since all testing is done in English, it is not possible to compare the results to testing in the native language. PS 100Q has chosen to opt-out of the ELL Periodic Assessment.

5. P. S. 100 Q does not have a dual language program.

6. We are able to evaluate the success of our programs for ELLs by monitoring their progress on city and statewide tests, as well as student portfolios and classroom work and assessments.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 100 Glen Morris					
District:	27	DBN:	27Q100	School		342700010100

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	
	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	0	0	0		93.9	94.1	93.5
Kindergarten	176	171	170				
Grade 1	159	182	166				
Grade 2	155	167	185				
Grade 3	160	157	159				
Grade 4	189	161	166				
Grade 5	205	184	158				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	2	0				
Total	1044	1024	1004				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.8	93.7	93.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	85.6	95.3	95.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	31	31

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	1	8

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	47	50	61	Principal Suspensions	24	29	14
# in Collaborative Team Teaching (CTT) Classes	23	37	35	Superintendent Suspensions	1	6	6
Number all others	42	33	36				

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	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	79	93	TBD	Number of Teachers	81	78	74
# ELLs with IEPs	4	22	TBD	Number of Administrators and Other Professionals	10	13	9

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	4	10

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	81.5	87.2	91.9
				% more than 5 years teaching anywhere	63.0	65.4	83.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	94.0	93.2
American Indian or Alaska Native	0.3	0.6	0.2	% core classes taught by "highly qualified" teachers	81.0	97.9	91.1
Black or African American	8.8	9.1	9.2				
Hispanic or Latino	28.7	27.2	25.2				
Asian or Native Hawaiian/Other Pacific	58.6	58.8	62.0				
White	3.2	3.0	3.5				
Male	52.9	55.3	55.7				
Female	47.1	44.7	44.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	42.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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