



P.S. 101 SCHOOL IN THE GARDENS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 101 SCHOOL IN THE GARDENS
ADDRESS: 2 RUSSELL PLACE
TELEPHONE: 718-268-7231
FAX: 718-575-3571

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: 342800010101 **SCHOOL NAME:** P.S. 101 School in the Gardens

SCHOOL ADDRESS: 2 RUSSELL PLACE, QUEENS, NY, 11375

SCHOOL TELEPHONE: 718-268-7231 **FAX:** 718-575-3571

SCHOOL CONTACT PERSON: Valerie Capitulo-Saide **EMAIL ADDRESS:** VCapitu@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jason Westerlund

PRINCIPAL: Valerie Capitulo-Saide

UFT CHAPTER LEADER: Rhonda Corin

PARENTS' ASSOCIATION PRESIDENT: Deb Dillingham

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 207

NETWORK LEADER: PEGGY MILLER/Gary D. Goldenback

SUPERINTENDENT: JEANNETTE REED

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
Valerie Capitulo-Saide	Principal	Electronic Signature Approved.
Jason Westerlund	UFT Member	Electronic Signature Approved.
Michelle Trinchese	UFT Member	Electronic Signature Approved.
Mary Lou Steincke	UFT Member	Electronic Signature Approved.
Rhonda Corin	UFT Chapter Leader	Electronic Signature Approved.
Melissa Sawicki-Mallien	UFT Member	Electronic Signature Approved.
Aram Arkun	Parent	Electronic Signature Approved.
Deb Dillingham	Parent	Electronic Signature Approved.
Jodi Freed	Parent	Electronic Signature Approved.
Ann Kittredge	Parent	Electronic Signature Approved.
Nancy Northrop	Parent	Electronic Signature Approved.
Marcia Parness	Parent	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.

□ Public School 101Q is a high performing elementary school of over 650 students. The majority of our students live in the Forest Hills community. The school staff, parents and students place a premium on high-quality education and believe in equity for all children. Our twenty-five classes, include one self-contained special education fourth/fifth grade class, three integrated co-teaching classes and one Gifted and Talented class. We offer a well-rounded education for our students. Students come from all over the world and we celebrate our unique differences, as well as our similarities. Public School 101Q utilizes a data driven approach. Through data analysis, we have seen a steady improvement in student performance. We use multiple measures to identify and address student weaknesses in order target areas for growth.

To realize our mission, P.S. 101Q enlists the resources of the entire school community. The diverse backgrounds, talents and abilities of staff, parents and community members provide a rich cultural base and broad opportunities that support all aspects of school life. Working closely with the administration and staff, our Parents' Association provides support for materials and activities that enhance and extend the curriculum. Parents are strong advocates for their children. Of utmost importance is providing a nurturing, positive and rich learning environment. Through their fund raising initiatives and involvement in the daily operation of our school, they play a valued and important role in the functioning of 101Q.

Over the years our school has established professional collaborations with outside organizations. These collaborations provide academic and recreational enrichment for our students and support for our staff and support our instructional goals. Currently, we are partnered with: St. John's University, Queens College, Hunter College, Barnes and Noble, Operation Explore, Brooklyn Conservatory of Music, Arts Connection, Arts Genesis, Music Outreach, Jazz Standard, Early Stages Storytelling, Vinny Voltage, Little Orchestra Society, American Ballroom Dancing, City Center Dance, NYCASCD, 112th Precinct, NYC Fire Department, Scholastic Books, NY Islanders, NY Liberty, E-Scholastic, NY Pops, Flushing Town Hall, Parents as Arts Partners, Mad Science and the Forest Hills Gardens Corporation. We have done fund raising with and for: Penny Harvest, City Harvest, Grass Roots, Meals on Wheels, St. Mary's Children's Hospital and St. Jude's Hospital.

We have an extended day tutoring and enrichment program three mornings a week. We also provide Academic Intervention Services during the school day for students who require additional small group and/or individual attention. Additionally, we provide before school enrichment in music with a school chorus, violin program, and a physical education program. In physical education we have established a collaboration with the NY Road Runners Club and have established a Mighty Milers program. We also offer a Saturday test prep academy for students in grades 3 through 6. The Principal's Book of the Month, Book talks, UFT Parent Book Club and Family Reading Nights help promote literacy throughout the school community in a fun and motivating format. We continue to promote good citizenship through our Character Education Program, and recognize students who "commit" acts of kindness by assisting in saying the Pledge of Allegiance to the entire student body. Every Friday we

recognize students and teachers who have been especially helpful and kind during the week, during “Happy News” announcements.

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. 101 School in the Gardens								
District:		28	DBN #:		28Q101	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	19	18			95.1	96.1	TBD	
Kindergarten		92	96	94						
Grade 1		76	118	101	Student Stability - % of Enrollment:					
Grade 2		101	75	113	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		87	95	76			95.1	96.18	TBD	
Grade 4		79	96	99						
Grade 5		62	73	88	Poverty Rate - % of Enrollment:					
Grade 6		77	68	58	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			17.3	19.1	22.1	
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			4	7	TBD	
Grade 12		0	0	0						
Ungraded		2	0	0	Recent Immigrants - Total Number:					
Total		612	640	647	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							8	9	3	
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		13	5	4	Principal Suspensions		26	24	TBD	
# in Collaborative Team Teaching (CTT) Classes		19	22	27	Superintendent Suspensions		2	1	TBD	
Number all others		37	52	50						
<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	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					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	40	31	27	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	0	5	Number of Teachers	43	43	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.7	TBD
				% more than 2 years teaching in this school	76.7	83.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	60.5	67.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	95	TBD
American Indian or Alaska Native	0.3	0.3	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.7	91.2	TBD
Black or African American	3.4	3	3.7				
Hispanic or Latino	14.2	14.1	12.4				
Asian or Native Hawaiian/Other Pacific Isl.	34.8	33.1	32.9				
White	47.2	48.4	47.1				
Multi-racial							
Male	52	54.8	54.4				
Female	48	45.2	45.6				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input 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	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	84.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	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?

PERFORMANCE TRENDS

ELA Performance Trends:

In grades K through 6, we have high expectations for student performance in reading and writing. Our students continue to meet and exceed the standards as determined by teacher observation, individual and small group conferences during reading and writing workshops, running records in reading and T.C. assessments. The student's level of performance is attributed to many factors which include: continued professional development of school administrators and teachers at Columbia Teachers College, participation in workshops and study groups, as well as development of unit specific rubrics that (enabling closer alignment across grades and provided clear expectations for the students). Rubrics and samples of student writing continue to be displayed prominently on a designated classroom and hallway bulletin boards and included in monthly grade newsletters for easy reference for parents at home. Work samples are reviewed with parents during parent/teacher conferences. The consistency of instruction through the structure of writing workshop has enhanced our students' stamina and volume, which is highlighted during our monthly reading/writing celebrations. 'On Demand' writing pieces are reviewed four times per year for evaluation purposes.

This is our 5th year using the reading/writing workshop model. Our students are grounded in the process and our parents, are truly partners in the process through their participation in workshops, class visitations and ongoing communication with staff members.

In the area of reading, Teachers College running records are being used at least 4 times a year to assess the students' just right book Just Right Book (JRB) levels. This year we will assess students reading abilities with greater frequency in grades K-2, to ensure our students are provided with the opportunity to move to the next reading level as quickly as possible.

We will continue to use a customized version of the Teachers College Narrative Writing Continuum to assess and analyze student work samples. Our school Inquiry Teams will focus on collecting and analyzing data to differentiate instruction.

We will continue to purchase "leveled" libraries for all classrooms, with an emphasis on non-fiction, historical fiction, and realistic fiction. This effort is also supported by our Parents' Association. For the past 3 years they have purchased the Time For Kids subscriptions for all of our classes in an effort to address our school-wide goal to infuse and improve non-fiction literacy in the classrooms.

This year there was a change in the scoring of the New York State ELA exam. The scale score range for all of the grades were raised from last year except for grade 3 –Level 3 (2009 the range was 650-719 and in 2010 the range was lowered to 662-693). Please refer to table below.

Comparison of Scale Score Ranges Associated with Each Performance Level for the

English Language Arts Tests

Grade	2009 Level 1	2010 Level 1	2009 Level 2	2010 Level 2	2009 Level 3	2010 Level 3	2009 Level 4	2010 Level 4
3	475-615	475-642	616-649	643-661	650-719	662-693	720-780	694-780
4	430-611	430-636	612-649	637-667	650-715	668-719	716-775	720-775
5	495-607	495-646	608-649	647-665	650-710	666-699	711-795	700-795
6	480-597	480-643	598-649	644-661	650-695	662-693	696-785	694-785

As a result of this change, there was an overall significant decrease in student performance in all grades except for grade 6. Over the 3 year period of 2008-2010, the percentage of all students scoring a Level 1 increased from 1.7% to 6.2% (+4.5%); Level 2 increased from 12.9% to 17.2% (+4.3%); Level 3 decreased from 69% to 49.8% (-19.2%); Level 4 increased from 16.3% to 26.8% (+10.5%). Additionally, as per our progress report, we received .5 out of 15 points on our progress report for our CTT (Collaborative Team Teaching; now Integrated Team Teaching -ICT) students. An analysis of this three year period shows a positive trend in the increase of Level 4 students can be attributed, in part, to our extended day enrichment programs. However, the increase in Levels 1 and 2, in conjunction with the decrease in Level 3's, shows we must continue to emphasize our commitment to improving our non-fiction literacy instruction to improve student performance. We will continue to provide assistance for students who scored Levels 1 and 2 and students who performed at risk on Scantron Performance series as well as students who are recommended by teachers, with mandated extended day tutoring and a part time Academic Intervention Specialist for grades 3-6.

Math Performance Trends:

We continue to emphasize the consistent use of math manipulatives and have created math centers in all classrooms. Three levels of math challenges are distributed by the principal. Answers are displayed in the hallway and students are rewarded for correct responses. Pretests given to students prior to each new chapter or unit of study enable teachers to differentiate math instruction. We are continuing to improve automaticity using Great Leaps Minute Math in grades 2-6. This informs the teachers' lesson planning and instruction during math workshop. Students continue to write in their math journals 3 – 5 times a week to help students understand what they have learned or to ask questions to deepen their knowledge. We will add rigor to our math instruction in all grades but specifically employ the Common Core State Standards that were recently adopted by the State Education Department in grades K through 2. Professional development for teachers and administrators will be ongoing as these standards will be rolled out throughout the state over the course of 3 years. Grades 3 – 6 will continue to follow the curriculum of the pre and post pacing calendars since the State exams will remain the same for the next 3 years.

Again, there was a change in the scoring of the New York State Math exam. All of the scaled score ranges were increased. Please refer to the table below.

**Comparison of Scale Score Ranges Associated with Each Performance Level for the
Mathematics Exam**

Grade	2009 Level 1	2010 Level 1	2009 Level 2	2010 Level 2	2009 Level 3	2010 Level 3	2009 Level 4	2010 Level 4
3	470-623	470-660	624-649	661-683	650-702	684-706	703-770	707-770
4	485-621	485-635	622-649	636-675	650-701	676-706	702-800	707-800
5	495-618	495-639	619-649	640-673	650-698	674-701	699-780	702-780
6	500-615	500-639	616-649	640-673	650-695	674-698	696-780	699-780

As a result of this change, there was an overall significant decrease in student performance in all grades except for grade 6. Over the 3 year period of 2008-2010, the percentage of all students scoring a Level 1 increased from 1.3% to 2.8%(+1.5%); Level 2 increased from 3% to 15.3% (+12.3%); Level 3 decreased from 38.8% to 34.7% (-4.1%); Level 4 decreased from 56.9% to 47.2%(-9.7%). According to our progress report, we received .5 out of 15 points on our progress report for our SETSS (Special Education Teacher Support Services) students. An analysis of this three year period shows an overall decline in Levels 3 and 4 and an increase in Levels 1 and 2. We will place an emphasis on more rigorous math instruction by giving students many opportunities to explore and “dig deeply” into the math curriculum utilizing the Common Core State Standards 8 math practices. We will continue to provide assistance for students who scored Levels 1 and 2 on the State Math Exam and students who performed "at risk" on Scantron Performance series as well as students who are recommended by teachers, through mandated extended day tutoring and a part time Academic Intervention Specialist for grades 3-6 is also available for one-on-one tutoring.

A Quality Review was conducted in March 2010. The overall rating was Well Developed. The recommendations from the review included:

- Enhance systems for monitoring and evaluating the ways in which benchmarks are used to measure progress towards all interim and long-term goals so that adjustments can be made in a timely manner
- Establish structures to regularly evaluate and adjust ways in which teachers assess progress of targeted students by providing detailed feedback and clear next steps towards successfully achieving students' learning goals
- Ensure multiple entry points to learning so that content, process, and student work products are further differentiated to match individual student's needs particularly those students requiring the most help and support

Based on these recommendations, we have put the following structures in place:

- We have designated a Data Specialist. Responsibilities include: coordinating TC Assessment Pro, facilitating Scantron assessments and facilitating the Core Inquiry Team. The data specialist has two (2) dedicated days during the week built into his schedule to assist teachers in analyzing their data. Additionally, the data specialist meets with grades during common planning/inquiry meeting time to assist with using data to set benchmark goals for their students. The data specialist also models and co-teaches lessons integrating the CCSS and technology. Data is collected on a regular basis and monitored by the administration.
- Teachers regularly monitor and evaluate progress of all students, including targeted students, in order to make adjustments to students' learning goals in a timely fashion.
- Teachers use common planning preparation periods, grade meetings and full-day curriculum planning sessions to collaborate in the creation of curriculum calendars. Teachers are also formulating differentiated rigorous tasks to meet individual students' needs. We have enlisted the support of our network during these planning meetings.

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"/> By June 2011 we will improve non-fiction literacy instruction and achievement in grades 2-6 by incorporating the Common Core State Standards into planning and delivery of instruction.	<input type="checkbox"/> Students will improve by an average of 100 points as measured by the Scantron assessment given three (3) times during the school year
<input type="checkbox"/> By June 2011 we will strengthen the ability to differentiate instruction in ELA and Mathematics by incorporating student self-assessment strategies in the planning and delivery of instruction.	<input type="checkbox"/> 80 % of Classroom Teachers will use assessments as a teaching tool to extend the planning of instruction to ensure lessons are engaging and motivating for diverse learners.
<input type="checkbox"/> By June 2011 we will engage in open exchange of information and communicate high expectations with teachers, families and students.	<input type="checkbox"/> We will utilize numerous modes of communication (e.g. the P.S.101 Q website, grade level newsletters, individual student goals, emails, parent teacher conferences etc.) to provide up to date information and collaborate with teachers, families, and students.

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 Literacy
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 we will improve non-fiction literacy instruction and achievement in grades 2-6 by incorporating the Common Core State Standards into planning and delivery of instruction.</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> <ul style="list-style-type: none"> Convene monthly Grade meetings focused on literacy/data to drive instruction Develop individualized student smart goals co-developed by teachers and students, and supported by parents Provide PD on ARIS, for teachers (Lunch and Learns) and for parents during scheduled morning and evening workshops Provide PD for teachers on TCWRP online reporting during Lunch and Learns, grade and data meetings Continue of monthly Staff Vertical Data Team Ensure staff representation at local and citywide workshops on literacy Organize and supplement classroom libraries through a collaborative effort among teachers, parents, and students. Place greater emphasis on non-fiction in the content areas of Science and Social Studies; in Grades K-2 three periods a week of each subject; in grades 3-5 four periods a week of each subject; in grade 6 five periods a week in each subject. Integratate non-fiction and the visual arts in upper grades. Incorporate current events into K-6 instruction.

<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"/> Assign common preps for teachers in each grade so they can meet regularly regarding literacy Use C4E allocation used to hire an AIS teacher to support literacy Adjust scheduling to accommodate vertical literacy and data teams</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"/> Review of Scantron assessments in February and late June Observe teachers on weekly/monthly basis. Evaluate running Records and On Demand writing pieces 4 times per year</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 we will strengthen the ability to differentiate instruction in ELA and Mathematics by incorporating student self-assessment strategies in the planning and delivery of instruction.</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"/> Use On Demand Writing Pieces incorporating our customized Narrative Continuum – providing PD on administering and scoring Use Running Record Reports incorporating the TC benchmark levels – providing PD on administering and scoring running records Provide professional development on analyzing data, such as ARIS, TC Pro and Scantron, to better differentiate instruction Provide professional development on using ARIS to teachers and supporting them as they use ARIS on a regular basis Provide training on using ARIS for parents to get them more involved in supporting their children. Use pre and post assessments in mathematics in order to differentiate instruction. Convene monthly grade literacy/data meetings with supervisors to ensure coherence</p>

	<p>across the grade</p> <ul style="list-style-type: none"> Convene data-focused meetings with Support Service Providers three times per month Convene data-focused meetings with Pupil Personnel Team two times per month Create smaller groups and develop specific goals for all students to improve communication between classroom teachers and ancillary staff Provide professional development on the Common Core State Standards in grades K-6 in mathematics and literacy. Convene articulation meetings with service providers, cluster teachers, and classroom teachers once a month. Provide professional development through the use of Study Island.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> Assign common preps for classroom teachers in each grade so they can meet regularly regarding data Adjust scheduling to accommodate Vertical Collaborative Inquiry, the Core Inquiry and Special Education Teams
<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> <ul style="list-style-type: none"> <ul style="list-style-type: none"> <input type="checkbox"/> Review of teachers' data collection: conference notes, On Demand writing pieces, TC Running Record Levels, pre and post assessments in mathematics, Scantron Performance Series in grades 2-6 Differentiation of instruction as seen through walk-throughs and observations by supervisors Students and teachers articulating differentiated goals in Math and ELA based on hard and soft data

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 we will engage in open exchange of information and communicate high expectations with teachers, families and students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Provide workshops for parents on ARIS Parent Link to enable parents to stay better informed about their children's academic performance.</p> <p>Continue and expand monthly grade newsletters made available on the school website and distributed through backpacks</p> <p>Post Regular update the school website PS 101q.org</p> <p>Designate special “red folder” for each child, to keep and carry home important notices for parents/families</p> <p>Adopt academic student planners for Grades 2-6 to ensure parents are informed of daily and long term assignments and to provide a vehicle for teacher-parent communication.</p> <p>Utilize Staff/Parent committee to develop and distribute surveys to parents, to be collected and reviewed for suggestions or comments on ways to improve PS 101Q environment</p> <p>Provide informational parent workshops on academic and non academic subjects (including technology) to be provided day and/or evening</p> <p>Develop individualized student smart goals co-developed by teachers and students and supported by parents.</p> <p>Post Social Studies Learning Menus on the school website for parents to view.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p><input type="checkbox"/></p> <p>Conduct teacher training during grade meetings</p> <p>Purchase red folders for all students</p> <p>Contact web designer to maintain school website</p> <p>Discuss the School Environment Survey at a Parents' Association meeting.</p> <p>Coordinate with P.A. meetings to maximize attendance at workshops and discussion sessions.</p>

Indicators of Interim Progress and/or Accomplishment

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



Monthly grade newsletters

Number of hits on PS 101Q website

Number of attendees at workshops and meetings (sign-in sheets)

Number of responses on staff/parent created survey(s)

Number of parents in attendance at school-related parent involvement activities

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			N/A	N/A				
1			N/A	N/A	3			
2			N/A	N/A	4			
3	43	43	N/A	N/A	2			
4	46	46	46	46	1			
5	27	27	27	27				
6	17	17	17	17				
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Tier 1: academic intervention in ELA will include: Small group individual instruction for students identified as needing extra support in a specific area such as word work, fluency, comprehension, and/or writing Review of Scantron assessments and suggested learning objectives for students in grades 2-6</p> <p>Tier 2: Mandated extended day for small group instruction facilitated by classroom teachers AIS upper grade: providers pull out and/or push in small groups of identified students for 1 period a day, twice or three times per week Parents Association After school test prep: 12 week session providing diverse student learners Foundations and Wilson Programs implemented during the day with our most struggling students Learning Leaders: volunteers are assigned to students to provide 1:1 tutoring as per teacher directions, 1 period once a week</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Tier 1 Intervention: McGraw-Hill/McMillan Connects program contains differentiated math activities in every lesson Great Leaps Math Program for math fluency is used in all classroom from grades 2-6. Review of Scantron assessments and suggested learning objectives for students in grades 2-6</p> <p>Tier 2: Mandated extended day for small group instruction facilitated by classroom teachers Utilizing a “push in” and “pull out” model, AIS specialists will provide small group</p>

	<p>intervention during the mathematics workshops, for 1 to 3 periods per week.</p> <p>Parents Association After school test prep: 12 week session providing diverse student learners</p> <p>Learning Leaders will provide individual support that addresses the specific needs of students in a pull out manner, with ongoing dialogue with classroom teachers and AIS providers.</p>
Science:	<p><input type="checkbox"/></p> <p>Tier 1: Individual conferences and small group differentiation using Harcourt Science and Glencoe Science texts and leveled nonfiction trade books, newspapers authentic texts. Students will engage in hands on investigations at least once a week, to introduce or reinforce text book reading and classroom lessons both in their regular class and the science lab. Problem solving will be done through a constructivist approach. Students are grouped heterogeneously during lessons. Paraprofessionals and service providers work one-on-one or in small groups during active lessons to keep students engaged and focused on the assigned task.</p> <p>Tier 2: Individual tutoring with Learning Leaders, Small group instruction with AIS providers during and before school and Special after school program with PS101Q Staff member (PA-sponsored)</p>
Social Studies:	<p><input type="checkbox"/></p> <p>Tier 1: Individual conferences and small group differentiation using McMillan/McGraw-Hill and authentic texts and newspapers. Paraprofessionals assist in copying notes to help students understand the “Learning Menus”. Service providers that push-in articulate with the teachers regarding the social studies units of study.</p> <p>Tier 2: Individual tutoring with Learning Leaders, Small group instruction with AIS providers during and before school and Special after school program with PS101Q Staff member (PA-sponsored)</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> Our Guidance Counselor sees students at risk individually and in groups focused on behavioral and emotional issues.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> Due to the massive caseload and compliance issues, the Psychologist supervisor has always indicated that at-risk SBST counseling should rarely occur and these cases are given to the Social Worker.</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/>
At-risk Health-related Services:	<input type="checkbox"/>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-6

Number of Students to be Served:

LEP 28

Non-LEP N/A

Number of Teachers 2

Other Staff (Specify) Supervisor & Parent Coordinator

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□ □P.S. 101, the School in the Gardens, is an elementary school for children in grades Pre-Kindergarten through six. Located in Forest Hills, Queens, the school houses 677 students, of which 37 are English Language Learners. The population of the school is fluent in approximately 30 languages. Approximately 47% of our students are Caucasian, 13% are Hispanic, 4% are African American and 33% are Asian/Pacific Islander and others.

The primary goal of our English as a Second Language Program is to have the children become proficient in listening, speaking, reading and writing so that they are able to meet New York State Standards in Language Arts and the content areas. The instructional strategy used is the Balanced Literacy Approach, using the Workshop model for instruction in reading and writing.

We will be offering an after-school ELL supplemental program that will run two days per week as follows: weekday sessions for 2 hours each, November 8, 2010 through June 17, 2011. There will be 1 ESL teacher and 1 Common Branch teacher for this afterschool program. There will also be Saturday Academy sessions for 3 hours each (9:00-12:00) for grades 3 through 6. The weekday program will be offered to 28 ELL students in grades 1-6 at all levels: beginning, intermediate, and advanced. The language of instruction will be in English. The ESL teacher will focus on literacy achievement for grades 3 through 6. ESL strategies, and the balanced literacy approach will be used in order to help students improve their listening, speaking, reading and writing skills, and through this, achieve higher scores on the NYSESLAT, and city and state assessments. The CB teacher will work with grades 1 and 2 on Science content. The 2 teachers will work in the same classroom. The following day, the CB teacher will work with the same 3 through 6 students to work on Science skills. The 2 teachers will meet during planning time to coordinate their lessons and discuss the strategies they plan to use each week. The Afterschool program will address language development (speaking, listening, reading, and writing), reading comprehension, phonemic awareness, vocabulary development, and reading fluency. Supplementary materials such as laptops, Attanasio and Associates NYSESLAT test preparation books, and Addison Wesley Math textbooks will be used. The laptops will give the students flexibility to work in groups and will be used exclusively for ELLs in the Title III program. In addition, the latest technology will be integrated through the use of Imagine Learning software, an interactive software system for English Language Learners which will help to motivate and engage these students. The training on the use of the Imagine Learning program for ELLs will be given by Noah Eyre, a staff developer from Imagine Learning.

A Saturday class will also be offered to the ELL students. The Saturday ELL Academy class will meet a total of 8 sessions throughout the year, from 9:00-12:00. The class for the Saturday Academy will serve approximately 15 ELLs. The class will service ELLs in grades 3 through 6. We will provide supplemental instruction in English, in alignment with the NYS ESL Learning Standards. Our focus will be on Literacy through the Content Area. ESL strategies, the Balanced Literacy Model, and a hands-on approach will be used in order to help students improve their listening, speaking, reading and writing skills. The students will be involved in read alouds, shared, guided and paired reading to further develop their reading skills. Technology will be integrated through the use of a smartboard to show images, video, and text of the content area theme being studied. In addition, children will be exposed to a variety of genres including fiction and non-fiction.

Classes will be enriched by field trips that coincide with the topic they are studying. For example, when the students are studying the life cycle of the butterfly, they will take a trip to Alley Pond Environmental Center to take the "Butterflies: Beckoning Beauties" workshop. They will

also attend the "Feathered Friends" workshop when studying migration. These educational field trips will help ELLs learn new vocabulary and concepts in context. The students will then work in groups to complete a written project and present it to the class.

Professional Development Program

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



Professional Development Program.

The initial days of training for the Title III teachers will be held at P.S. 101 on November 2 and 9th, 2010. The teachers will learn how to implement the Imagine Learning program. In addition, the ELL teacher will attend other Professional Development sessions throughout the school year.

Parent Involvement

The ELL teacher will research the different languages spoken by the parents of the targeted students in the Title III program. A letter will be distributed in the native languages with a tear-off section notifying parents of their child's eligibility for this program. The teacher will also introduce this program at our ESL parent orientation meeting and Meet the Teacher session. During the course of the year, the teacher will continue to maintain contact with the parents of the targeted children. The parents will be invited to attend workshops that will be held both during the school day and in the evening.

Section III. Title III Budget

School: CSD 28 School Building P.S. 101 Q

BEDS Code: 342800010101

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,327.23	<input type="checkbox"/> Extended Day Program – After School 1 ESL Teacher and 1 CB teacher will be paid per-session rate for 30 weeks (3 sessions a week for 2 hours each) @ \$49.89 per hour = \$8,980.20 1 ESL Teacher Per Session to conduct parent workshops, 3 hours X \$49.89 = \$149.67

		1 ESL Teacher Per Session for 8 Sat. classes (3 hrs ea.) \$49.89 x 24 hrs x 1 teacher = \$1,197.36
Purchased services - High quality staff and curriculum development contracts	\$ 1,000.00	<input type="checkbox"/> Professional Development Program 1. Consultant Noah Eyre will train the ELL teachers to use the Imagine Learning Program (free to Title III). 2. On-going professional development for \$300.00 Parent Involvement 1. Parent Resources- Books, materials and snacks to be utilized during workshop presentations and distributed - \$300.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 2,072.77	<input type="checkbox"/> <u>Instructional materials to support the program</u> Item: Dell laptops Item: Attanasio and Associates NYSESLAT test preparation material Item: Imagine Learning (software) Item: Addison Wesley Mathematic Textbooks
Educational Software (Object Code 199)	\$ 1,600.00	<input type="checkbox"/> <u>Instructional materials to support the program</u> Item: Dell laptops Item: Imagine Learning (software)
Travel	N/A	<input type="checkbox"/> N/A

Other	N/A	<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.

We used the data from ATS and the Home Language Identification Survey to determine the different languages spoken by our school families. In consultation with our ESL teacher we determined what languages if any are needed for document translations. Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation. Translation is needed in Chinese, Spanish, Russian, and Arabic.

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.

Teachers were notified of the services of the Office of Translation and Interpretation through the Staff Handbook. Language Identification cards are available in the main office and at the security desk at the main entrance.

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 translations will be provided for all major school announcements when necessary. Documents for translation will be sent by email to the Office of Translation, or provided by in-house staff, in a timely manner to ensure that they can be sent home with the students.

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 translation will be provided on an as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation and Interpretation.

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>.

School determines through ATS the primary language spoke by each parent and if the primary language is not English whether the parent needs translation services. Translation services will be provided when necessary during Parent/Teacher Conferences or during any other meeting between teacher and parent.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	None	None	0
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

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

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.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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.

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.

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the 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.	Page#(s)
		Yes	No	N/A			

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 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.)
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).
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Parent Workshops and parent resources.

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.
\$3970

CEP RELATED ATTACHMENTS

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

File Name - 28_28Q101_102010-155500.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 CFN # 207	District 28	School Number 101	School Name School in the Garden
Principal Valerie Capitulo-Saide	Assistant Principal Irtis Gonzalez, Laura Pembranc		
Coach	Coach		
Teacher/Subject Area Michelle Rao	Guidance Counselor Stacey Katz		
Teacher/Subject Area Anna Ippolito	Parent Ms. Leventon		
Teacher/Subject Area Joann Lavelli	Parent Coordinator Randy St Germain		
Related Service Provider Lori Eigen	Other Giuvella Leisengang		
Network Leader Peggy Miller	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	677	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	5.47%
------------------------------------	------------	----------------------	-----------	---	--------------

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

The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and in their native language. The persons responsible for conducting the initial screening, administering the HLIS, the LAB-R, and the formal initial assessment include one full-time ESL certified teacher and support staff (bilingual paraprofessionals, bilingual school aids and school secretaries.)

ELLs are evaluated annually using the NYSESLAT results as follows:

Step 1: Scores are accessed through ATS and then exported to EXCEL in order to filter the data and sort by class. The interactive NYSESLAT calculator available through CalcSoda.com is also utilized as another source of information on ELL performance. Students who stalled are targeted for inquiry team and small group instruction. The RNMR report is an additional data tool used to review ELL performance and plan for more targeted instruction for our ELL population.

In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Memos and follow-up phone calls are an integral part of the outreach process. Parent orientations are conducted on an as needed basis throughout the school year. Additional orientations are given when a newly arrived ELL student is enrolled in our school. The ELL teacher, principal and parent coordinator present this orientation. Translation assistance is available at these parent orientations. Parents are encouraged to ask questions about the three choices they are given. A Guide For Parents brochure is distributed in different languages. A parent video is shown in different languages at the orientation. A parent selection survey is then completed by the parents where they have the opportunity to choose which program they want their child to participate in. These surveys are then reviewed by the ESL teacher. If a program selection form is not returned promptly, a phone call is then made to that parent. An additional meeting is then set up. This is the process to ensure that all ELL parents have a program choice. In addition to Parent Orientation Sessions, the parent coordinator notifies ELL parents of all ELL conferences outside of the school throughout the year. She makes sure that letters are translated and sent home in the students' native language.

The parent surveys were reviewed and the majority of the parents selected the ESL program as their first choice. P.S. 101 offers an ESL program. This program is aligned with what parents requested.

A pedagogue is in the office when the parents fill out the HLIS form. The translation unit is called if the parent needs information translated into their native language. The child is then interviewed by a pedagogue before the Otele code is entered into the system.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	2

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	28	0	2	7		3	2		2		37
Total	28	0	2	7	0	3	2	0	2		37

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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	1	4			1	3	2							11
Chinese	2	3	1	4	1	1	1							13
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1		1										2
Other	4		3	1		1								9
TOTAL	7	8	5	6	3	5	3	0	0	0	0	0	0	37

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

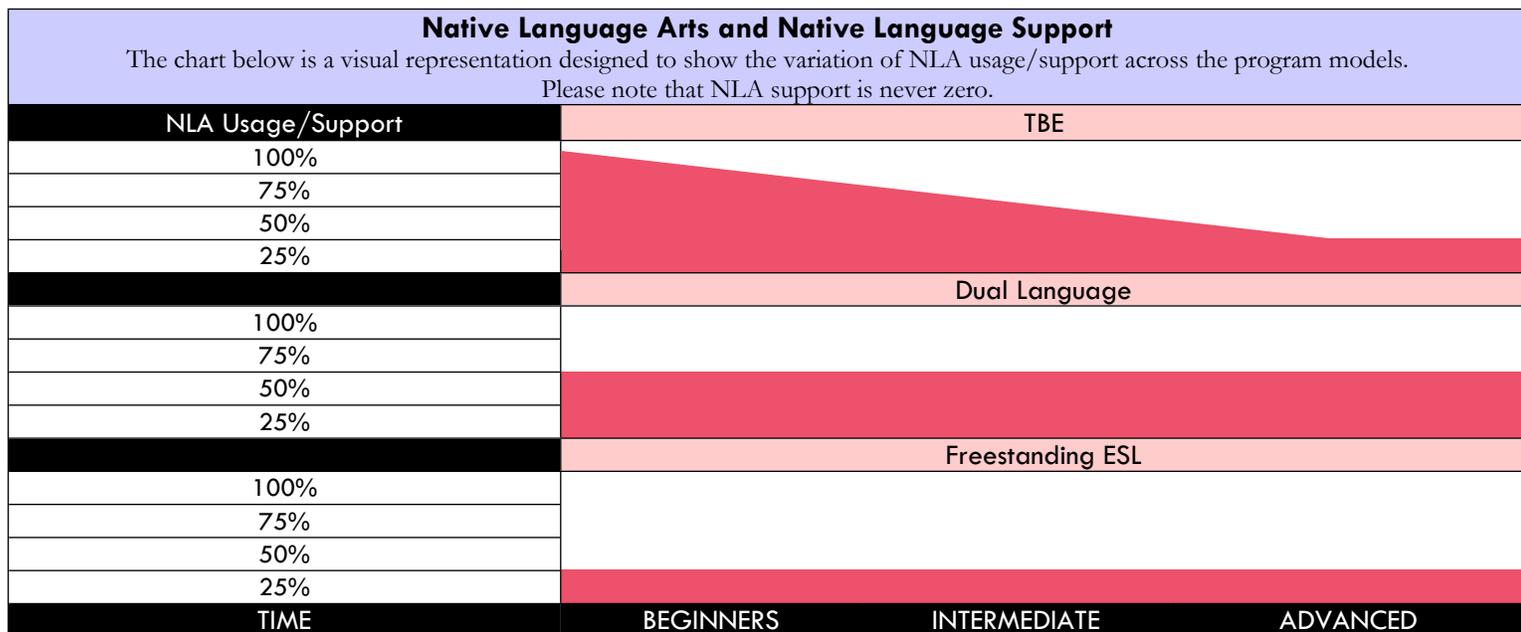
Our ESL program organizational model for grades K-6 is a combination Push-In or Collaborative Co-Teaching and Pull Out model. First and second grade ESL groups feature both a push-in and pull-out organizational model. The Pull Out component of the ESL program services students in grades K-6. Our ESL program features students of heterogeneous or mixed proficiency levels in each class. As determined by the Lab-R and NYSESLAT testing results and state mandates, there are currently 8 beginner students, 14 intermediate students and 15 advanced students. The beginning and intermediate students are serviced 8 periods a week for a total of 360 minutes. The advanced students receive 5 periods a week of ESL instruction for a total of 225 minutes. They also receive 180 minutes per week of ELA instruction. The ESL Program addresses the ESL students' needs, while aligning their goals and lessons to the ESL state standards. The instructional

strategy used is the Balanced Literacy Approach, using the workshop model for instruction in reading and writing. In addition ESL instruction is also delivered using ESL strategies, hands-on activities, visuals, role-playing and differentiated instruction. Common preparation periods are used to align lesson plans with the classroom teachers. Instructional materials include picture and bilingual dictionaries, a leveled classroom library, visuals, Leapfrog, books on tape, ESL computer programs, Addison Wesley Book Series, and Imagine Learning Computer Program.

ELL newcomers, SIFE students and long term ELLs are offered the Title III After-school program, Saturday Academy, AIS, AM/PM tutorial, tutoring by our teachers under circular 6R, and the extended day program. They are also offered parent volunteer tutoring, peer tutoring, and student teachers working 1:1 with ELL students. In addition, we have implemented a new technology program called Imagine Learning to help develop language and literacy skills. Since ELA testing is now required for ELLs after one year, these students are provided with Saturday ELA test preparation. ELLs identified as having special needs will also be offered counseling, extended day and SETTS.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with the classroom teacher, peer tutoring, AIS, and testing accommodations for an additional two years.

We offer Title III Afterschool programs. Saturday Academy, AIS, extended day, and peer tutoring to ELLs in our building.

Native language support is delivered by teachers, paraprofessionals, guidance counselors, occupational therapists, and physical therapists who speak different languages. There are speakers of Hebrew, Chinese, Spanish, Russian, and French in our school building. A newcomer is able to meet with these staff members for native language support. Bilingual books and dictionaries are also available in the ELL classroom and library.

Support and resources for ELLs correspond to the ELLs' age and grade level.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for ELLs in each grade?
2. How much of the instructional day are 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

The ELL network support specialist provides professional development to all teachers of ELLs at our school. The teachers are trained to use ESL methodologies, strategies, and techniques. They are taught how to incorporate them into their classrooms.

In order to assist ELLs as they transition from elementary to middle school, all of our fifth and sixth grade students departmentalize for reading and math daily.

In addition, teachers, special education teachers, and special education paraprofessionals will receive 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of training on ESL strategies which serves on part to satisfy Jose P. training. This training will be provided by our network support specialist for ELLs and special education, throughout the school year.

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

P.S. 101 will hold several workshops for parents on various topics including but not limited to: test prep, special education services, parenting skills, discipline, homework and organizational habits, and computers. We will also host several parent nights such as family math night, family game night, and family movie night to promote parental involvement. Workshops and events will be held at various times during the school day to accommodate the schedule of working parents. The parent coordinator sends out monthly newsletters and calendars via email listing the various school activities. The school website is updated with the latest information for parents and parents are encouraged to visit the website regularly to stay informed.

Queens Public library offers workshops for ELL parents in various languages at various locations throughout the year.

We used the data from ATS and the Home Language Identification Survey to determine the different languages spoken by our school families. In consultation with our ESL teacher we determined what languages were needed for document translations. Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation. Translation is needed in Chinese, Spanish, Russian, Arabic, Indonesian, Armenian, Hebrew, Albanian, and Tamil.

The school will provide materials and training to enable parents to work with children to support their academic achievement. The school will provide appropriate support services for students to assist with the home-school connection. Written translations will be provided for all major school announcements. Documents for translation will be sent by email to the Office of Translation, or provided by in-house staff, in a timely manner to ensure that they can be sent home with the students. Oral translation will be provided on an as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation and Interpretation. The school determines through ATS the primary language spoken by each parent and if the primary language is not English whether the parent needs translation services. Translation services will be provided when necessary during Parent/Teacher Conferences or during any other meeting between teacher and parent.

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)	1	4	0	1	2	1	1							10

Intermediate(I)		4	2	3	0	2	1							12
Advanced (A)	6	0	3	2	1	2	1							15
Total	7	8	5	6	3	5	3	0	0	0	0	0	0	37

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

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

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

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

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

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

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

Paste response to questions 1-6 here

Our school uses Fountas and Pinnell for the reading and writing workshop. We also use TCRWP and Scantron Performance. The data provides insights by recognizing if the student is at an early emergent level or not. The quantitative data consists of the TC leveled reading score. Aris also offers the students scores on all predictive tests.

The data patterns across proficiency levels and grades reveal that the reading and writing scores were lower than the students listening and speaking scores on the 2010 NYSESLAT. The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing. There is differentiated instruction for all ELL students. Opportunities are provided for written and oral responses to literature and the content areas.

In the Spring of 2010, eight ELL students took the English Language Arts Exam. Two of those students scored a level 1. Four of the students scored a level 2. Two of the students scored a level 3. An After-school Title III program is offered to students who need additional instruction to improve literacy skills. Teachers work with students in small group settings. Teachers and students share literacy strategies, apply skills to real text, and respond to focused writing tasks. Instruction decisions are adjusted to focus on reading and writing skills to help them succeed. The Extended Day Program and Saturday Test Prep Academy are provided to meet the needs of all students who require additional assistance to meet the standards in Math and English.

In Spring 2010, nine ELL students in grades 3-6 took the Math state test. Two scored a level 1, two students scored a level 2, and two student scored a level 3, and three students scored a level 4. Math instruction is provided in English using ESL strategies and methodology. Bilingual glossaries are available for the students to use. Supplementary math instruction is provided during afterschool and Saturday supplementary programs. School leadership and teachers are using the results of the ELL interim assessment to identify strengths and weaknesses for each language modality. Lessons are aligned to specific performance indicators based on this analysis. ELL Periodic Assessments are used to create small group instruction, to differentiate instruction and to hit target goals. They are also used for parent communication. Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with their classroom teachers, peer tutoring, AIS, and testing accommodations for an additional two years.

The ELL students have various native languages including: Spanish, Chinese, Russian, Tamil, Hebrew, Armenian, Albanian, Indonesian, Serbo-Croatian, Slovic, Seneca and Arabic. Their native languages are valued in our school. Several teachers in our school speak other languages and are able to translate to the student if needed. The children use their native languages to communicate to each other during the school day. The school has a translation policy where we can hire people from agencies to come in and translate at parent/teacher conferences, parent workshops and PA meetings. City and state tests are translated into a variety of native languages and offered to the ELL students. We use the NYSESLAT scores, state tests and inquiry team data to evaluate the success of our ESL program. NYSESLAT scores are reviewed at the beginning of the year to set goals for the program and target ELL students for small group instruction.

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. 101 School in the Gardens					
District:	28	DBN:	28Q101	School		342800010101

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6	v	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	19	18	18		95.1	96.1	95.9
Kindergarten	96	94	105				
Grade 1	118	101	100	Student Stability - % of Enrollment:			
Grade 2	75	113	101	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	95	76	113		95.1	96.2	95.7
Grade 4	96	99	83				
Grade 5	73	88	103	Poverty Rate - % of Enrollment:			
Grade 6	68	58	53	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		17.3	22.1	22.6
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		4	7	6
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	640	647	676	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	9	3

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	5	4	8	Principal Suspensions	26	24	32
# in Collaborative Team Teaching (CTT) Classes	22	27	28	Superintendent Suspensions	2	1	1
Number all others	52	50	51				

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	Number of Teachers	43	43	43
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	5
# receiving ESL services only	31	27	TBD				
# ELLs with IEPs	0	5	TBD	Number of Educational Paraprofessionals	2	2	3

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.7	100.0
				% more than 2 years teaching in this school	76.7	83.7	93.0
				% more than 5 years teaching anywhere	60.5	67.4	79.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	95.0	100.0
American Indian or Alaska Native	0.3	0.2	0.1	% core classes taught by "highly qualified" teachers	89.7	91.2	97.4
Black or African American	3.0	3.7	4.4				
Hispanic or Latino	14.1	12.4	13.3				
Asian or Native Hawaiian/Other Pacific	33.1	32.9	33.3				
White	48.4	47.1	45.6				
Male	54.8	54.4	53.3				
Female	45.2	45.6	46.7				

2009-10 TITLE I STATUS

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

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	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					WD
Overall Score:	46.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	9.1	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	29.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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