



P.S./I.S./102Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24/Q/102
ADDRESS: 55-24 VAN HORN STREET
ELMHURST, NY 11373
TELEPHONE: 1-718-446-3308
FAX: 1-718-672-3101

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/IS 102 **SCHOOL NAME:** BAYVIEW

SCHOOL ADDRESS: 55-24 VAN HORN STREET ELMHURST, NY 11373

SCHOOL TELEPHONE: 718-446-3308 **FAX:** 718-672-3101

SCHOOL CONTACT PERSON: BARBARA LEIBOWITZ **EMAIL ADDRESS:** BLEIBOW@SCHOOLS.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: MATTHEW BORELLI

PRINCIPAL: ANTHONY PISACANO

UFT CHAPTER LEADER: BARBARA LEIBOWITZ

PARENTS' ASSOCIATION PRESIDENT: DIANE HUDSON

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** CFN 204

NETWORK LEADER: DIANE FOLEY

SUPERINTENDENT: MADELINE TAUB-CHAN

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
ANTHONY PISACANO	*Principal or Designee	<i>Anthony Pisacano</i>
BARBARA LEIBOWITZ	*UFT Chapter Chairperson or Designee	<i>Barbara Leibowitz</i>
DIANE HUDSON	*PA/PTA President or Designated Co-President	<i>Diane Hudson</i>
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Matthew Borelli	Member/Teacher/SLT Chairperson	<i>Matthew Borelli</i>
Jennifer Tucker	Member/Teacher	<i>Jennifer Tucker</i>
Brian Weiss	Member/Teacher	<i>Brian Weiss</i>
Laura Murphy	Member/Parent	<i>Laura Murphy</i>
Mg Ahmed	Member/Parent	<i>Mg Ahmed</i>
Maria Enaboifo	Member/Parent	<i>Maria Enaboifo</i>
Nermeen Eldarday	Member/Parent	<i>Nermeen Eldarday</i>

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S./I.S. 102 is located in Elmhurst, Queens, New York. This PreK to eighth grade school serves a population of approximately 1,200 students from culturally diverse backgrounds. The community is home to many new immigrants from China, South America, the Philippines and various other Asian and European countries.

P.S./I.S. 102 is an inclusive learning community. Parents, administration, teachers and students work collaboratively to provide a well rounded educational experience for all. Parental involvement, via the School Leadership Team, an active Parents' Association, Learning Leaders, and parent volunteers, support teaching and learning. An annual school calendar, monthly grade newsletters, Parents' Association meetings and parent workshops keep parents informed, involved and updated on all aspects of their children's education.

Teachers at P.S./I.S. 102 are all highly qualified and many hold teaching certifications in multiple areas. Ongoing professional development and instructional support is provided through our literacy and math coaches, and from our network support specialists. In addition, math and science teachers participate in ongoing professional development activities via Title IIB Math and Science Stem Grant in Partnership with Hunter College.

Students at P.S./I.S. 102Q receive a well-rounded education. Workshop teaching is at the core of our instructional program. In addition to the core curriculum, students receive instruction from specialists in Science, Health, Technology, Physical Education and the Arts. The cultural arts are an integral part of school life. Students participate in visual, performance and musical arts residencies. A school band, dance and visual arts club provide students with creative outlets. P.S./I.S. 102Q has established junior varsity basketball teams in grades seven and eight which play each other at monthly intramural games. We also have cheerleading squads in those respective grades. Technology is woven into the school day as students have access to computers in all content areas. Two full time Technology cluster teachers develop computer literacy skills and appropriate Internet usage. Our Student Council is involved in several social awareness issues such as food drives, fund raising campaigns for animal shelters and Penny Harvest.

The community supports our school. Maspeth Town Hall provides a five day a week after school and holiday program, which offers homework help and recreational activities for students in grades one through six. CHAMPS Program provides after school physical education programs for students in grades six through eight in soccer and dance three times per week. We received grants, which helped replace and augment musical instruments for our school band. Parents as Partners grant brought parents and children together to participate in visual arts workshops.

P.S./I.S. 102Q hosts a variety of school wide events, which brings the entire school community together. Parents, administration, teachers and students come together and celebrate accomplishments and holidays such as, Read Aloud Day, Pumpkin Patch, Authors and Arts Fair, 100th Day of School, Holiday and Spring Concerts, Arbor/Earth Day, Flag Day, Science Fair and Math Games Night. We are proud of our school community and students. Every morning during announcements students recant our school slogan, “There’s nothing we can’t learn at P.S. 102.”

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS/IS 102 BAYVIEW				
District:	24	DBN #:	24Q102	School BEDS Code:	342400010102

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	18		96.0	96.0	TBD		
Kindergarten	117	122	129						
Grade 1	119	120	138	Student Stability: % of Enrollment					
Grade 2	137	120	127	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	120	133	130		93.4	93.7	TBD		
Grade 4	102	123	133						
Grade 5	123	113	129	Poverty Rate: % of Enrollment					
Grade 6	100	116	104	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	109		67.7	67.5	80.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	3	TBD		
Grade 12	0	0	0						
Ungraded	5	1	7	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	823	848	1024		18	23	41		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	29	31	36						
No. in Collaborative Team Teaching (CTT) Classes	27	34	46	Principal Suspensions	4	10	TBD		
Number all others	16	20	28	Superintendent Suspensions	1	1	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	196	194	179	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	5	39	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	61	64	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	10	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.1	1.3	Percent more than two years teaching in this school	62.3	67.2	TBD
Black or African American	1.3	0.9	1.3	Percent more than five years teaching anywhere	50.8	53.1	TBD
Hispanic or Latino	33.4	35.3	33.3				
Asian or Native Hawaiian/Other Pacific Isl.	57.0	56.8	59.0	Percent Masters Degree or higher	89.0	91.0	TBD
White	8.0	6.8	5.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	52.1	50.9	51.4				
Female	47.9	49.1	48.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:	✓		ELA:	
	Math:	✓		Math:	
	Science:	✓		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓sh	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	103.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

TRENDS

Due to mandate changes to the New York State assessments and cut scores, we were unable to use this year's scores in conjunction with prior years scores to determine trends. Therefore, we are focusing on students who are below grade level.

Level 1 students have been invited to our Extended Day Program. Students have been divided into groups based on academic needs across grades. Teachers work with students in Reading Writing and Math.

Our After School program will be administered in two sessions one focusing on low to mid level 2's and the other on mid to high level 2's in both reading and math.

We have begun the incorporation of the Common Core State Standards into our unit of study in addition to our continued work with the comprehension strategies and decoding skills to create a more rigorous curriculum for our students.

Greatest Accomplishments

As indicated in the Quality Review, P.S./I.S. 102's greatest accomplishments are the high-quality leadership that creates the vision for the enriched cultural and inclusive educational environment in the school. The teachers work effectively and collaboratively using data to provide differentiated instruction and monitoring the progress of student achievement. Professional Development is fully focused on improving teachers' knowledge and skills in order to enhance instructional practice. The students demonstrate high levels of self-discipline and respect in all their school activities. The students identified as being in greatest need of improvement make excellent gains in their achievement levels through the high-quality support they receive. The wide curriculum, including an impressive arts program and interesting partnerships, create a variety of exciting and enriching learning opportunities for all students.

As a result, the school has made great progress in addressing the issues identified for improvement in the previous Quality Review. Focus has been placed on using data to drive instruction in Social Studies and Science and using data in ELA and Math to create meaningful academic goals for every student. Teachers have designed unit assessments and rubrics which assess unit progress in both areas. Also, extended day programs have been formed for children at risk in Social Studies and Science based on standardized scores and teacher recommendation. All students who have been identified as needing AIS services receive additional services from a push-in service provider.

Additionally we have hired more teaching staff to reduce the ELL student-teacher ratio. Enrichment classes are provided for students identified above grade level on grades 2 – 7.

In addition to being a well-developed school, P.S. 102Q received an overall score of A on the 2009-2010 Progress Report. Our overall score was 60.4. Additional credit was given for exemplary proficiency gains for our high-need students in mathematics and English language arts. By the State Accountability Status we are a School in Good Standing. Being PK to 8 school we are now in a new peer schools group, that is K-8. In this grouping P.S./I.S. 102Q performed better than 82% of other K-8 schools.

AIDS TO CONTINUOUS IMPROVEMENT

- The Core Teacher Teams will support grade level Inquiry work. The Core Teams Team will support each grade in developing a cohesive and effective team which will target students and address their learning needs using all available data.
- Academic Intervention Team at P.S./I.S. 102Q has been very proactive in identifying students in need of academic intervention services based on teacher recommendations, criterion referenced assessments, and standardized test scores. Once identified, the team formulates an intervention plan. The Academic Intervention Specialists push-in to classes to support the AIS students. The Academic Intervention Team meets weekly to discuss the progress of assigned students who are provided with various research-based strategies.
- Students with disabilities are provided with instruction that addresses their individual needs as stated on their IEPs. In order to ensure students' needs are met, all teachers are provided with access to the IEPs for the students they teach. Testing modifications are reviewed and given for those students who require them. Students with disabilities are included and encouraged to participate in all school wide activities and events.
- The development and implementation of Transactional Strategies Instruction, which will focus our ELA curriculum on cognitive skills development. Cognitive (comprehension) skills will be embedded into units of study allowing for direct and explicit instruction on basic reading skills development school-wide.
- A school-wide assessment system has been put in place for reading. All students are assessed in reading using the Fountas and Pinnell Benchmark Assessment System. Professional Development workshops have trained teachers in using and interpreting all components including; accuracy rates, miscue analysis, fluency, reading rate and comprehension. Management structures to record, organize, and analyze student data has been put in place. Using the data, teachers set goals for each student in the areas of accuracy, fluency, and comprehension.
- In mathematics, classroom teachers/push-in teachers use Everyday Math individual profiles of progress, unit assessments, periodic assessments, and grade specific number sense assessment designed to identify underlying problems with basic numbers and operations to assist in identifying students in need of additional support. Goals are set for each student based on their individual needs.

BARRIERS TO CONTINUOUS IMPROVEMENT

- Ongoing communication with parents regarding curriculum was identified in the Learning Environment Survey. Communication with parents regarding the instructional program in their child's class, including special events, trips, and celebrations have increased overall parent involvement. However, while our diverse languages and cultures add to the richness of our school community, they may prevent parents from feeling confident in their ability to communicate and collaborate with teachers and administration and to participate fully in their children's education.
- The transient population can be a barrier to improvement. Parents remove their children from school anywhere between four weeks to three months to return to their native country. While there, most students do not attend school and are again immersed in their native languages and customs. Most times upon their return to P.S./I.S. 102Q, students cannot be placed in their original class and have to start assimilating all over again. English language skills have suffered as well as any academic progress. In reality these students are "newcomers" all over again. This transient population prohibits continued and ongoing growth of one of our largest subgroups.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL GOAL	DESCRIPTION
SMART GOAL - By June 2011, students writing will demonstrate that they have incorporated 12 of the 17 indicators in order to meet grade standards.	In evaluating the end of unit writing rubrics, it was noted that students were not meeting grade level standards. We saw the need to revise rubrics and create a school wide focus concentrating writing on habits, craft and mechanics.
ANNUAL GOAL	DESCRIPTION
SMART GOAL – By June 2011, 15% of all ELL students tested will achieve the proficiency level as measured by the 2011 NYSESLAT scores.	After analyzing our data from the NYSESLAT (hand scored so unofficial), it was noted that in order to push our students to a proficient level we must focus instructional strategies on the six cognitive strategies
ANNUAL GOAL	DESCRIPTION
SMART GOAL – By June 2011 curriculum maps and units of study in all content area subjects for 8 th grade will have been designed, created and implemented to reflect a rigorous standard based instructional program	To develop curriculum maps and units of study that are aligned to the Common Core State Standards and New York City Performance Standards for our new 8 th grade.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the students writing will demonstrate that they have incorporated 12 of the 17 indicators in order to meet grade standards.</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>Genre specific rubrics will be revised to incorporate the new focus. Units of study will be revised to incorporate specific teaching points for the new focus. Small group lesson will focus on specific areas of need for individual students. Conferences will focus on specific needs of individual students. Professional development will be conducted for small group writing instruction. Professional development</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Fair Student Funding (pending funding) Assistant Principals Literacy Coaches Common prep periods, grade meetings, professional workshops</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><u>Initial indicator September 2010:</u> Review and discussion of student writing samples to determine area(s) of need. <u>Progress Point (every 6 weeks):</u> Review of students writing to determine growth and revision of plan in order to continue meeting student needs <u>End term Progress Point:</u> Reevaluation of student writing to determine growth and standards met.</p>

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 15% of all ELL students tested will achieve the proficiency level as measured by the 2011 NYSESLAT scores.</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><u>Professional Development</u>– PD will be given to ESL department by our NSS of ELLs and in house Literacy Coach in the area of cognitive strategies and the incorporation of the strategies into the units of study. <u>Targeted Population</u>- Teachers servicing ELL students <u>Responsible Staff Members</u> - Assistant Principals, Literacy Coach, NSS of ELLs <u>Implementation Timeline</u> - September through April <u>Monitor and Revise</u>- Teachers will discuss and review student understanding and use of the cognitive strategies as monitored by one-to-one conferences, Guided reading sessions, F& P assessments, and informal assessments during common preps.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title III (pending funding) Per session, after school program Common preps, professional workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Initial Indicator September 2010</u>: Discussion and review of student NYSESLAT data and prior F&P assessments to indicate knowledge of cognitive strategies. <u>Midterm Progress Point November 2010</u>: Review of current F&P and teacher assessment to check comprehension of the cognitive strategies <u>End Term Progress Point April 2011</u>: Reevaluation of the comprehension of the cognitive strategies by ELL students</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 curriculum maps and units of study in all content area subjects for 8th grade will have been designed, created and implemented to reflect a rigorous standard based instructional program.</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><u>Professional Development</u>: Assistant Principal, coaches and middle school teachers will meet and review standards and course topics and design curriculum maps and units of study in all content areas. <u>Targeted Population</u>: All 8th grade teachers <u>Responsible Staff Members</u>: Assistant Principal, literacy & math coaches <u>Implementation Timeline</u>: September 2010 through June 2011 <u>Monitor/Revise</u>: monthly from September 2010 through June 2011 teachers and administration will meet to discuss the units of study, curriculum maps and how they are aligned to standards</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax levy Fair Student Funding (pending funding) Common preps, professional periods, grade meetings Professional development workshops</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly from September 2010 through June 2011 – Discussion and review of the curriculum maps and units of study in all content areas to ensure their alignment with state standards and rigor</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	6	0	0	0
1	44	5	N/A	N/A	1	0	0	0
2	36	3	N/A	N/A	1	0	0	0
3	33	11	N/A	N/A	2	0	0	0
4	47	13	10	0	2	0	0	1
5	31	14	0	0	2	0	0	0
6	17	5	0	0	6	0	0	0
7	9	3	3	0	2	0	0	0
8	0	5	3	4	1	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	This program provides additional ELA instruction using the push-in model during the school day, the early morning 37.5 minutes, and after school. Writing is the focus of the inquiry groups on each grade. Foundations is a phonics-based reading program provided in a small group by a push-in AIS teacher in grades 1-2. Recipe for Reading is also a phonic-based program provided by the AIS push-in teachers in grades 3-5. <u>Making Connections</u> , <u>Focus</u> , and <u>TIME Exploring Nonfiction</u> are being used by push-in teachers for grades 3-6 to improve comprehension. Individual conferences, guided reading, and small group strategy lessons are provided by push-in AIS teachers and classroom teachers during literacy blocks.
Mathematics:	This program provides additional mathematics instruction using the push-in model during the school day, the early morning 37.5 minutes, and after school. Students are served through individual conferences and small group strategy lessons. A constructivist approach is utilized to build math concepts. Planning and ongoing assessment of students are done in collaboration with the classroom teachers.
Science:	Students who were identified as at-risk based on teacher recommendation and the results of the 4 th & 8 th grade NYS Science exam are provided with intervention services during the school day. In order to prepare at risk students services are provided during the early morning 37.5 minutes and after school to emphasizing reading and writing nonfiction, specifically science related material. After school materials were selected to support a unit of study in nonfiction.
Social Studies:	Students, who are identified as at-risk based on teacher recommendation, are provided with intervention services emphasizing reading and writing nonfiction during the school day using Social Studies related material. Assessments are administered at the conclusion of each unit throughout the year to monitor student's achievement. After school materials were selected to support a unit of study in nonfiction.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor as a member of the Academic Intervention Team advocates for programs and services that positively impact student success. She provides developmental as well as prevention and intervention services. She supports and advises when students have academic, social, or emotional issues. She focuses on reducing disciplinary referrals and suspension rates. She teaches students' mediation and conflict resolutions. She facilitates access to community resources.

At-risk Services Provided by the School Psychologist:	The School Psychologist provides crisis intervention services and communication with outside agencies for clinical or medical services for our students. He also consults with teaching staff on prescriptive educational strategies and behavioral interventions.
At-risk Services Provided by the Social Worker:	The Social Worker provides clinical supportive services as needed to at-risk students and their parents. Students are given support in dealing with learning and social issues. The Social Worker also makes referrals to outside community agencies for SWP, LEP, and the economically disadvantaged. She also consults with teaching staff on strategies and behavioral interventions.
At-risk Health-related Services:	The P.S. 102 nurse helps/teaches children on how to manage their asthma. The nurses see the children (with parental consent) in grades 3-5 twice a year “Open Airways” classes (6 sessions). Teaching by nurses is done throughout the school year to those on asthma medications as needed. Our health cluster teacher provides grades K-2 during September to January and grades 3-5 during February to June. She provides service on the following topics: mental health, personal and consumer health, physical activity, injury prevention, alcohol and other drugs, community and environmental health, family health, nutrition, and tobacco.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 191 LEP 993 Non-LEP

Number of Teachers 6 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget N/A

School: _____

BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In October a survey is conducted in every classroom to identify the language parents would be most comfortable receiving school information. An Excel spreadsheet was created and used by Administration, Teachers, and School Aides to disseminate translated versions of pertinent school information (attached). The survey identified the numbers of these languages: English 617(52%), Chinese 266(22%), Spanish 233 (20%), Bengali 13(1.1%), Filipino 12(1%), Indonesian 9(.3%) Urdu 9(.8%) Korean 6(.5%), Arabic 4(.3%) Burmese 4(.3%), Cantonese 4(.3%) Vietnamese 2(.2%), Russian 1(.1%), Bosnian 1(.1%), (Portuguese 1(.1%), Polish 1(.1%), Ukrainian 1(.1%), Varsky 1(.1%), French 1(.1%), Persian 1(.1%), of the 1186 responded. For oral interpretation we hire outside translators and use the interpretation unit of the Department of Education for the Chinese and Spanish, who are used during Parent Teacher Conferences.

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.

As noted above these findings were reported to the School Leadership Team as well as discussed with the Instructional Cabinet. Copies of the language survey were also distributed to teachers, administrators, and aides. The school aide staff subsequently used these numbers when distributing the translated versions. The results of the language survey were also shared with parents at a Parents Association Meeting. At a Faculty Conference, teachers were made aware of the translators hired for the Parent Teacher Conferences.

Our needs to be addressed include having translators at Parents Association Meetings, and Parent Teacher Conferences. Standard form letters generated at the school level will be translated into Spanish and Chinese. Letters generated by the Department of Education will be distributed in the eight main languages

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.

School-wide Board of Education notices, which are already translated, are given by the principal to the school aides for copying. Using the parent language survey, school aides prepare class packets based on the number of translated versions needed. Documents, such as form letters, permission slips, etc. will be translated into the covered languages through the Translation and Interpretation Unit. Classroom teachers will be responsible for having translated versions of report cards available to parents. Bilingual staff members translate any notices, letters, and flyers in house that need prompt distribution, ex. ESL orientations, AIS workshops, and after school workshops.

Our school will provide the following:

- *Health – we will translate notices, such as absence notices to parents using in-house staff or the Translation and Interpretation Unit.*
 - *Safety – we will translate all notices regarding safety issues, such as our Evacuation Plan from the Safety Plan, Snow Day notices, etc. using the Translation and Interpretation Unit. We will also add a notation on blue emergency cards if the parent speaks a language other than English.*
 - *Legal or Disciplinary Matters – we will translate all notices/letters, such as suspension letters, holdover letters, etc. using the Translation and Interpretation Unit.*
 - *Entitlement to public education or placement in any special education, English Language Learner or non-standard academic program - all of these notices are already provided by the Department of Education in the primary languages.*
 - *Telephone calls –Bilingual staff members will translate for emergency calls to parents/guardians*
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We will continue to hire outside vendors for translation into Spanish and Chinese at our Fall and Spring Parent Teacher Conferences. We will seek parent volunteers for translation services at Parents Association meetings. We enlist bilingual staff members for translation services during other pertinent meetings with parents. The Translation and Interpretation Unit will be used when needed.

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

The School Committee for Language Interpretation and Translation will fulfill Section VII of the Chancellor's Regulations.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$683,200.00	\$ 32,116.00	\$715,316.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 6,832.00	\$ 321.00	\$ 7,153.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 34,160.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 90,263.00	*	

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

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

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

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

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

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

Title I Parent Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 102Q {in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act}, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 102Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council as trained volunteers and welcomed members of our school community. P.S. 102Q will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math, and use of technology)
- providing a class for parents to learn English from the Office of Adult and Continuing Education three days a week at our school
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State, and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

P.S. 102Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 102Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent involvement Policy and asked to survey their member for additional input. To increase and improve parent involvement and school quality, P.S. 102Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that

our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g. NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Report);
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind;
- schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parent can do to help.

P.S. 102Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council
- establishing a Parent Resource Center or lending library; instructional materials for parents;
- supporting or hosting OFEA District Family Day events;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically designed to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities, and providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand

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

School-Parent Compact:

P.S. 102Q, {in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act} is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 102Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationship and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g. morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performances profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g. Open School Week);

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be schedule so that the majority of parents can attend);
- Sharing and communicating best practices as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports, and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education. I will also:
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g. school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Diane Hudson (Parents' Association President) on October 19, 2010.

This Parent Involvement Policy was updated on October 25, 2010.

The final version of this document will be distributed to the school community on November 9, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

Our needs assessment is based on the information from the NYS ELA and Math Exams and Progress Reports – see Section IV

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

See Greatest Accomplishments (on page 12)

- 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.

See Section III Part A School Profile (page 5-6), and Sections V and VI Annual Goals and Annual Plans (pages 14-17)

3. Instruction by highly qualified staff.

We have 100% of all teachers at PS 102 are fully licensed and permanently assigned to this school.

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.

Professional Development is a high priority at P.S. 102. Professional Development Teams, consisting of the Principal, Assistant Principal, staff coaches, and grade leaders will meet weekly to assess needs and plan interventions. The following strategies are used to train and develop staff: demonstration lessons, co-teaching, onsite workshops/conferences, one-to-one conferences, supervisory observations, inter/intra visits, performance reviews, walkthroughs, local/national conferences, and dissemination of literature. Professional development is held on Professional Development Days (e.g. Election Day, Brooklyn-Queens Day), during monthly faculty and grade conferences, during weekly team meetings, after/before school and during the school day. The Principal, Assistant Principal, and staff coaches assume the major responsibility for assessing, planning and implementing ongoing professional development at P.S. 102. Two full-time staff coaches (one math and one literacy) provide support for implementation of new, uniform curriculum requirements.

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

Not applicable – P.S./I.S. 102Q is not a high-needs school

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

See Action Goal – Communication, Parent Involvement Policy, and School-Parent Compact

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.

Kindergarten orientation days are scheduled every June for both parents and students. Parents meet staff and administration and get an overview of our Kindergarten Program. Additionally, the Parent Coordinator conducts parent workshops to help facilitate the transition to Kindergarten.

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.

Workshops have been given to teachers on using the data from Fountas and Pinnell Assessments, ARIS, and Periodic Assessments. Teachers also meet weekly in team meetings to discuss independent student goals, assessments and assessment tools, and progress of students in Inquiry Teams.

Every Thursday, Teacher Teams meet to analyze Common Core State Standards. The school wide focus is on Language Standards (conventions, knowledge, and vocabulary). Teacher Teams are augmenting writing units to include that particular domain into our curriculum.

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.

Our Academic Intervention Team at P.S./I.S. 102Q has been very proactive in identifying students in need of academic intervention services based on teacher recommendations; criterion referenced assessments, and standardized test scores. In reading, classroom teachers/ push-in teachers use Fountas and Pinnell Benchmark Assessments, periodic assessments, ARIS, Scantron, running records, and standardized test scores to evaluate student progress. In mathematics, classroom teachers/push-in teachers use Everyday Math individual profiles of progress, unit assessments, periodic assessments, and grade specific number sense assessment designed to identify underlying problems with basic numbers and operations to assist in identifying students. Once identified an intervention plan is formulated by the team. The Academic Intervention Team meets every other week to discuss the progress of assigned students who are provided with strategies that include the Foundations, Recipe for Reading, Focus on Fluency, Focus, Making Connections, TIME for Kids Exploring Nonfiction, guided reading, and individual conferences..

More information can be seen at Appendix 1, Part B Description of Intervention Services (pages 19-21)

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.

Tax Levy, Title I, Title III, and PCEN funds will be consolidated to form a coordinated, comprehensive instructional program that benefits all students, including ELLs and students with IEPs. For example, additional primary level classroom teachers will be purchased by combining tax levy and Title I or PCEN funds.

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

Explanation/Background:

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

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

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

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

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

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

demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 573,888.00	✓	Page 5, 6, 11, 12
Title I, Part A (ARRA)	Federal	✓			\$ 31,798.00	✓	
Title II, Part A	Federal	✓			\$ 302,441.00	✓	Page 13
Title III, Part A	Federal	✓			\$ 35,160.00	✓	Pages 15,17,25,26, 28,31,32 and LAP
Title IV	Federal			✓			Page 6
IDEA	Federal		✓				Page 13
Tax Levy	Local	✓			\$5,150,158.00	✓	

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

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

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

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

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

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

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Presently we have no students in temporary housing.

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

If any students in temporary housing are admitted to our school we will provide the following services:

- *Academic programs and educational support services*
- *Basic/emergency supplies*
- *Counseling service*
- *Parental involvement*
- *Intervention programs*
- *Transportation once the student is permanently housed*
- *Outreach efforts to identify the STH population and help them access school programs*
- *Research based programs that benefit highly mobile students*
- *Data collection to assess the needs/progress of STH*

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 102 Bayview					
District:	24	DBN:	24Q102	School		342400010102

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	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	0	18	18		96.0	96.0	96.7
Kindergarten	122	129	130				
Grade 1	120	138	154	Student Stability - % of Enrollment:			
Grade 2	120	127	128	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	133	130	133		93.4	93.7	93.7
Grade 4	123	133	134				
Grade 5	113	129	138	Poverty Rate - % of Enrollment:			
Grade 6	116	104	123	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	109	107		67.7	80.8	81.9
Grade 8	0	0	110				
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		6	3	3
Grade 12	0	0	0				
Ungraded	1	7	2	Recent Immigrants - Total Number:			
Total	848	1024	1177	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					18	23	41

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	31	36	48	Principal Suspensions	4	10	8
# in Collaborative Team Teaching (CTT) Classes	34	46	47	Superintendent Suspensions	1	1	2
Number all others	20	28	33				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				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
# receiving ESL services only	194	179	TBD	Number of Teachers	61	64	77
# ELLs with IEPs	5	39	TBD	Number of Administrators and Other Professionals	10	10	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	6	11

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	2	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	62.3	67.2	67.5
				% more than 5 years teaching anywhere	50.8	53.1	44.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	91.0	84.4
American Indian or Alaska Native	0.1	0.1	0.7	% core classes taught by "highly qualified" teachers	100.0	100.0	98.9
Black or African American	0.9	1.3	1.6				
Hispanic or Latino	35.3	33.3	37.1				
Asian or Native Hawaiian/Other Pacific	56.8	59.0	56.6				
White	6.8	5.8	2.7				
Male	50.9	51.4	52.4				
Female	49.1	48.6	47.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	-	-				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v	-			
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:	A	Overall Evaluation:			NR	
Overall Score:	60.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	33.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	5.8					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 204	District 24	School Number 102	School Name P.S./I.S. 102Q
Principal Anthony Pisacano		Assistant Principal Michele Dzwonek	
Coach Laurie Duke		Coach	
Teacher/Subject Area Josephine Bagni/ESL		Guidance Counselor Alison Arduini	
Teacher/Subject Area Kristen Cook/ESL		Parent Diane Hudson	
Teacher/Subject Area Nicole Connolly/Common Branch		Parent Coordinator Arelis Hernandez-Dilone	
Related Service Provider Stephanie Hack		Other Barbara Leibowitz/Testing Coor	
Network Leader Diane Foley		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	6	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	1184	Total Number of ELLs	191	ELLs as Share of Total Student Population (%)	16.13%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - 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.

P.S./I.S. 102 respects and values parental involvement in the decision-making process. Upon registration, all parents complete the Home Language Identification Survey (HLIS), indicating whether and to what degree their children use a language other than English at home. Using the city guidelines, the school reviews the HLIS and identifies students eligible for LAB-R testing. A licensed ESL teacher is available to guide and assist parents in filling out the HLIS. When conducting the oral interviews with parents who are not fluent in English, our school provides translators in the two dominant languages within the school. The Parent Coordinator is on hand to translate for Spanish speaking parents and one of the certified ESL teachers is made available for Chinese translations. After the students are tested and found eligible to receive ESL services, the school provides the parents of the newly enrolled ELLs with an orientation that describes various programs and activities for ELLs.

In order to ensure parents understand all three program choices, parents are invited to attend a parent orientation where their options are thoroughly explained. At the parent orientation sessions, program placement options are presented with clarity and objectivity. The meeting focuses on familiarizing the parents to the school system and explaining program options. The school's Parent Coordinator translates all of the information presented to the parents in Spanish and one of the ESL teachers translates in Chinese. They clarify and answer any questions that parents may have.

A video in nine languages provides parents of the ELLs with information on the new reorganization and their right to choose educational options for their children. Parents get information about the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with the ELL Parent Brochure, which is available in different languages.

The ESL Department ensures that all entitlement letters and Parent Survey and Selection Forms are returned in a timely manner. Teachers use class lists of their ESL students to check off which forms have been returned. If the student does not return the form by the due date, teachers will distribute a second form to take home. If the form is not returned for the second time, teachers will call the parent and ask them to make sure the form is signed and returned to school.

The trend over the last few years shows that most parents selected the English as a Second Language Program. The few parents that showed an interest in a Bilingual Education Program selected the ESL program after being informed that our school did not have a sufficient number of students for a bilingual class. These parents were given the option to have their children placed in a bilingual class at another school. Based on parent feedback, the program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<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 checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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% →</small>														0

75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	6	3	3	4	4	2	3	2					33
Total	6	6	3	3	4	4	2	3	2	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	191	Newcomers (ELLs receiving service 0-3 years)	159	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	12

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	159	0	13	20	0	3	12	0	4		191
Total	159	0	13	20	0	3	12	0	4		191

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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	13	13	4	9	6	8	3	2	2	0	0	0	0	60
Chinese	15	23	8	8	10	7	11	7	2	0	0	0	0	91
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	2	0	1	3	0	0	1	1	0	0	0	0	8
Urdu	2	0	1	1	0	2	0	1	2	0	0	0	0	9
Arabic	0	1	0	2	1	0	0	0	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	3	0	1	3	3	2	2	4	0	0	0	0	18
TOTAL	30	43	13	22	23	20	16	13	11	0	0	0	0	191

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.

The school uses the push-in (co-teaching) model, which promotes collaboration between the classroom teacher and the ESL teacher, decreases in-class instruction time loss, and decreases student travel time to and from the ESL classroom. Six certified ESL teachers push into the classroom to service the ELLs. They collaborate with classroom teachers in providing differentiated instruction to support the ELLs in reading and writing workshops. The overall goal is to incorporate ESL strategic instruction and methodologies in every lesson. At the end of every school year, administrators, classroom teachers and ESL teachers collaborate to reorganize the ESL population into classes for the upcoming school year. Students are grouped based on their English proficiency level in order to meet the mandated number of instructional minutes.

Students in the ESL program receive all instruction in English. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels (as determined by the LAB-R or NYSESLAT scores). The beginning and intermediate students receive 360 minutes a week of ESL instruction. The advanced students receive 180 minutes a week of ESL instruction. In addition, the Advanced students also receive 180 minutes of ELA instruction per week. These instructional minutes are delivered using the push-in model. To assure that the mandated number of instructional minutes is provided, ESL teachers create their push-in schedules based on the proficiency levels of the students.

When a teacher pushes into the classroom during a content area, he/she delivers instruction in English and uses a variety of resources to make content comprehensible. The teacher makes the objective clear to the students and the concepts taught are age appropriate. When planning lessons, teachers also take into consideration the students' L1 literacy, second language proficiency, and the reading level of the materials. Teachers also build on the students' prior knowledge and introduce new vocabulary in context. To make content comprehensible, teachers use additional materials such as charts, graphs, pictures, illustrations, realia, math manipulatives, videos, computers and demonstrations. Content is adapted to meet the needs of ELLs through the use of graphic organizers, outlines, labeling of pictures and appropriate level of the text. The activities that teachers incorporate include lesson concepts as well as opportunities for ELLs to practice the English language within the four modalities.

We target ELL subgroups and differentiate instruction in many ways. ELLs in U. S. schools less than three years are placed in classrooms based on their proficiency levels to make sure that they are properly serviced. Newcomers are invited to attend the Extended Day Program in which they will receive 37.5 minutes of instruction centered around basic vocabulary, sight words and social interaction skills. In order to prepare ELLs who have been here for one year and need to take the ELA test, we create a Test Prep unit of study. The unit covers essential skills and test taking strategies that students need to be successful on the ELA test. ESL teachers work on these strategies during Reading and Writing Workshop and use various resources such as sample ELA test questions, Comprehension Matters and Focus strategy books. For ELLs receiving 4 to 6 years of service, we continue to provide instruction based on their proficiency level and NYSESLAT modalities. Students are grouped based on their needs and small group instruction is provided to help students become proficient in all four modalities. For long term ELLs, we study each case and decide what other services should be provided, such as AIS, Extended Day Program, and/or after school programs. For those ELLs who are identified as having special needs, we follow the recommendations for goals and objectives as per their IEP. ESL teachers collaborate with classroom teachers to discuss these goals and plan instruction accordingly.

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

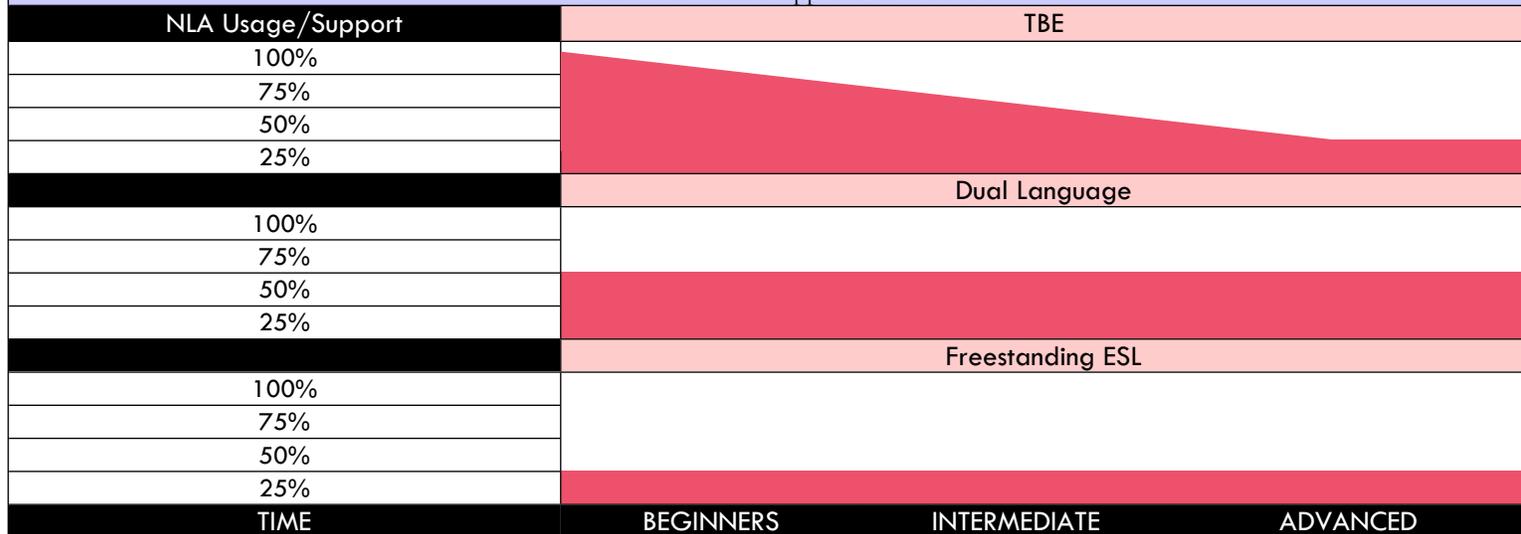
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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?

In our Extended Day Morning Tutorial program, we offer additional support to ELLs in ELA, Math, Science and Social Studies. Students are selected based on state test results, teacher recommendations, report card grades and other assessments. In addition, After School Programs are offered throughout the year in content areas and made available to ELLs. Both programs are taught in English and are implemented using ESL methodologies.

ELLs who have achieved proficiency on the NYSESLAT are referred to the Academic Intervention Team for instructional support. An academic intervention specialist provides this support for two years. Students are instructed individually or in a small group. Individual student progress is discussed at weekly AIT meetings.

For the upcoming school year, we will begin the process of incorporating the Common Core State Standards for English Language Learners into the curriculum. It is believed that all students, including ELLs should be held to the same high expectations outlined in these standards. To reach this goal, teachers must keep in mind the unique needs of ELLs. Therefore, ESL teachers will support ELLs by using appropriate instructional materials, differentiating instruction to accommodate ELLs and monitoring student progress.

At the end of last year, the programs set in place for ELLs were evaluated and were considered effective. Therefore, all programs currently being implemented will remain in effect for the upcoming school year.

ELLs are offered equal access to all school programs during the school day and after school. ELLs are invited to attend the Extended Day Program, After School Programs (Literacy, Science, Math) and Maspeth Town Hall. ELLs are also invited to participate in clubs and extracurricular activities such as Dance and Theater that are offered within the school community.

The school provides teachers with various instructional materials to support ELLs. In the lower grades, Leap Frog, books on tape, big books, leveled Guided Reading sets, picture dictionaries, First Thousand Words CD-Rom and Jazz Chants are some of the resources that are available to teachers. In the upper grades, National Geographic guided reading sets, Comprehension Matters skills sets, Recipe for Reading, Connecting Vocabulary, big books and books on tape are available to teachers. In addition, sets of content related books in the areas of Social Studies and Science are available for teachers to use during small group instruction. The use of technology is encouraged through websites such as brainpop.esl.com and starfall.com.

We promote the use of the students' Native Language where it is helpful. We encourage students to transfer their Native Language skills whenever possible. We ask students to use their Native Language to help newly admitted students when necessary. We often place

students with little or no English in partnerships or triads that includes a student that speaks the same Native Language. Therefore, the new student can still engage in partner conversations. We also give students the opportunity to write in their Native Language, if they have not yet acquired the skills needed to write in English. A staff member will then translate the student's writing into English. To provide additional support in the Native Language, students are provided with glossaries containing words related to the content areas.

The ESL push-in model supports students using developmentally appropriate texts and materials that also correspond to the age and grade level of the students.

In terms of foreign language electives, our school currently offers one option. At the intermediate level (grades 6-8), Italian is offered as a foreign language to all students. The students receive one instructional period of foreign language each day.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

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

Professional development at P.S./I.S. 102 is on-going. It includes planning for language development in reading and writing, scaffolding lessons, using differentiated instruction, using ESL methodologies, collaborative teaching, NYSESLAT preparation and meeting the Common Core State standards. Through professional development, teachers collaborate and share test results and scores are analyzed for instructional modification. Additionally, ESL teachers attend outside professional development workshops and turnkey information to the all teachers working with ELLs. This year, the ESL Coordinator will attend monthly ELL Liaison Meetings that are given by the ELL Network Support Specialist. She will then turnkey the information to the rest of the ESL Department and/or other staff members who work with ELLs.

Since we are now a Pre K-8 School, the transition from elementary to middle school is made easier by the consistency in the school setting, administration and teacher staff. Students are familiar with the school rules and expectations. Beginning in grade six, students rotate to different classrooms throughout the day to receive instruction in different subject areas. They are exposed to various teaching styles and and classroom environments. To help students transition to high school our school offers workshops, individual and group counseling sessions and information packets in a variety of languages.

Specific workshops have been planned for professional development days (Election Day and Brooklyn Queens Day) as well as after school sessions prior to administration of the NYSESLAT. This will ensure that teachers will receive at least 7.5 hours (or ten hours for special education teachers and special education paraprofessionals) in strategies to assist ELL students. Several staff members that work with ELLs attend these workshops. This may include Assistant Principals, ESL Teachers, ESL Coordinator, Common Branch Teachers, Subject Area Teachers, Special Education Teachers, Guidance Counselors and Paraprofessionals.

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?

We make parent involvement a big priority at our school. In order to develop a welcoming environment and parent participation, the school invites parents to various celebrations throughout the year; such as Meet the Teacher, Math Games Night, The 100th Day of School, school concerts and many more. For parents of ELLs, the school conducts parent workshops with the assistance of the Parent Coordinator. The ELL parent workshops focus on orienting the parents to the school system and explaining program options, standards, curriculum, assessments, student expectations, general program requirements and how parents can help their children at home. Workshops on familiarizing parents with the ELA and NYSESLAT are given during the year. By attending these workshops, parents become more aware of the format of these assessments. They are given suggestions on how they can provide additional support for their child at home.

This year, P.S./I.S. 102 has partnered with the Queens Adult Learning Center (QALC) to provide support for parents who are not proficient in English. The classes will be held three days a week, three hours each day. Parents will be taught reading, writing and communication skills to improve their English.

The school always asks parents for feedback on workshops and other school functions they attend. Parents are asked whether the day or time was a factor when deciding whether or not to attend an event. Parents are also asked whether a translator in their native language would have been helpful at certain workshops. From the feedback that we receive, the school makes adjustments to what day and time they hold parent events. Translators may also be provided for certain school functions where there are a large number of parents attending who speak the same language.

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)	11	5	4	5	3	3	4	0						35
Intermediate(I)	21	12	15	7	5	3	2	7						72
Advanced (A)	7	2	5	5	13	8	6	3						49
Total	39	19	24	17	21	14	12	10	0	0	0	0	0	156

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	1	2	3	1	4	1	0					
	I	13	5	1	0	1	2	2	1					
	A	14	4	15	6	6	7	6	5					
	P	14	32	17	17	27	12	5	8					
READING/ WRITING	B	6	6	5	4	3	4	2	1					
	I	20	8	16	8	8	3	1	7					
	A	3	2	6	5	12	8	7	3					

	P	13	26	8	9	12	10	4	3				
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	9	1	0	21
4	4	4	1	0	9
5	5	9	2	2	18
6	7	5	0	0	12
7	2	7	0	0	9
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	5	0	11	0	6	4	0	0	26
4	6	0	15	1	11	1	1	0	35
5	2	1	8	0	7	4	5	0	27
6	0	0	10	1	1	2	1	1	16
7	2	0	6	1	3	0	2	0	14
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	8	1	18	0	3	1	34
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	3	2	5	2	10	2	0	1	25
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

To assess early literacy skills, teachers use on-going running records and Fountas and Pinnell Benchmark assessments. They use formal and informal assessments, conference notes, individualized student goals and student portfolios to help determine what differentiated instruction is needed. These assessments This information helps teachers drive instruction by tailoring to the needs of the students and finding commonalities within their class.

After reviewing NYSESLAT data from Spring 2010, several patterns were revealed. In Kindergarten 66%, of the students achieved a score of Beginning or Intermediate. This is a result of the students being in the ESL program for only one year and being unfamiliar with standardized test taking. More than half of the Kindergarten students scored at the Beginner and Intermediate scores in Reading and Writing. The same was true for Listening and Speaking. This shows that these students made good progress in Listening and Speaking throughout the year. However, in order for these students to acquire proficiency in Reading and Writing, they need more time in the ESL program so they can continue to strengthen their reading and writing skills. In First Grade 58% of students scored at the Advanced or Proficient level. The vast majority of first grade students tested proficient across all four modalities. This shows us that the students were more comfortable and familiar with the format of the test, since they had previously taken a test of the same format in Kindergarten. Also, ESL teachers used data from the NYSESLAT of the previous year to target student weaknesses within the four modalities (listening, speaking, reading and writing). In grades two, three and four there is a steady increase in the number of students who scored at the Advanced and Proficient levels. This remained true as we took a closer look at the four modalities. In grades five and six the percentage of Advanced and Proficient students is about double the number of Beginner and Intermediate students. Overall, about 75% of the students scored Advanced or Proficient across all four modalities. In grade seven it appears that the Beginner students became Intermediate, which caused a spike in the number of Intermediate students.

Using these results, ESL teachers will form small groups and target specific reading and writing skills to help students achieve proficiency in these areas. We will incorporate writing activities to match the writing component on the NYSESLAT when planning units of study and after school instruction. The patterns seen across NYSESLAT modalities will affect instructional decisions. Teachers will group students based on their needs in reading, writing, listening and/or speaking. They will provide students with support and activities to help them progress to the next level of proficiency. Teachers may also make adjustments to their schedule in order to give students more support in their area of need. After analyzing these results, ESL teachers provide the classroom teachers with information disaggregated by proficiency levels and modalities and they discuss the progress made by ESL students.

After examining the results from the New York State English Language Arts exam, it was found that roughly 50% of the ESL population scored a level 2 and are approaching grade level. In addition, 3% achieved a level 4 and are above grade level. Teachers will use this data to help them plan instruction accordingly during the ELA test prep period.

After analyzing the results from the New York State Math Exam, it was found that 42% of ELLs in grades 3-7 scored a level 3 or 4. There has been a steady increase in the number of students who achieved a level 4 over the last three years. Out of those students who scored a level 3 or 4, 25% of took the test in their native language.

Out of the students in grade 4 that took the New York State Science Test, 65% scored at a level 3 or 4. The vast majority of these students took the test in English and were successful. On the New York State Social Studies Test, 52% of the ESL 5th graders scored at a level 3 or 4. 12% of these students took the test in their native language.

Student success is measured in a variety of ways. Teachers use both informal and formal methods to measure student progress. Informal assessments such as running records, conference notes, student portfolios, Fountas and Pinnell Benchmark assessments and individualized student goal sheets are used periodically throughout the year. Formal assessment such as the LAB-R, Spanish LAB, NYSESLAT, ELL Periodic Assessment and other state exams are given to ELLs throughout the year and results are analyzed. In order to measure success, we look for steady progress and individual growth in every student.

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.

Please see attached charts.

Additional Information

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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		