



**PUBLIC SCHOOL 104Q
THE BAYS WATER SCHOOL**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 27/ QUEENS/ 27Q104
ADDRESS: 26-01 MOTT AVENUE
TELEPHONE: 718-327-1910
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q104 **SCHOOL NAME:** PS 104 The Bays Water School

SCHOOL ADDRESS: 26-01 Mott Avenue Far Rockaway, NY 11691

SCHOOL TELEPHONE: 718-327-1910 **FAX:** 718-

SCHOOL CONTACT PERSON: Katie Grady **EMAIL ADDRESS:** kgrady@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Johnson

PRINCIPAL: Katie Grady

UFT CHAPTER LEADER: Denise Johnson

PARENTS' ASSOCIATION PRESIDENT: Yessenia Ventura

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK:** 301

NETWORK LEADER: Joanne Brucella

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members 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/Administration/ChancellorsRegulations/default.htm>). *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
Katie Grady	*Principal or Designee	
Denise Johnson	*UFT Chapter Chairperson or Designee	
Yessenia Ventura	*PA/PTA President or Designated Co-President	
Michelle Harris	Title I Parent Representative	
Maria Rivera	DC 37 Representative	
Daisy Cruz	Member/Parent	
Sangeeta Narain	Member/ Parent	
Patricia Williams	Member/Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

School Mission Statement

Families, staff and community nurture the growth of PS 104 students academically, socially and emotionally. We encourage our children to envision and reach their goals. Through caring about themselves, each other and their neighborhood, our students will become self reliant, committed, 21st century citizens.

Student Daily Affirmation

Today, I am sailing with success.

Today, I will show self control.

Today, I will act kindly

Today, I will independently follow directions

Today, I will live respectfully and be responsible.

Together, we will have smooth sailing at PS 104.

PS 104Q, The Bays Water School, is a home away from home. Our mission is to provide the best education in a rigorous academic setting that nurtures the whole child.

We are in our fifth year as a Core Knowledge School. This curriculum is academically rigorous in interdisciplinary literacy, social studies, science, art, and music on all grades. We promote that knowledge builds on knowledge.

In our third year as a one of ten schools in the Chancellor's Core Knowledge Reading Pilot, our SLT chose to keep Grades Kindergarten and One participating in the program due to its results. This last year involves Grade 2.

Our caring staff collaborates continuously. In addition to classroom staff, there are three supervisors, a school based support team, two literacy intervention specialists, a guidance counselor, speech/OT/PT staff.

Our school is proud of our programs that support the academic and emotional growth of children:

- Core Knowledge Sequence.
- Project SAIL which supports positive student behavior and character development.
- Afterschool programs including RAA KidsSmart, CHAMPS and Safe Space OST program.
- Queens DA's program where district attorneys work with classes to understand the law, visit the US Open Tennis site and hear motivational speakers at our Say No to Violence Assembly.
- Celebratory events that include Student Council Spirit Days, Martin Luther King Oratorical contest, Winter and Spring Concerts, Reindeer Run and more.
- Student Council, Student of the Month, Penny Harvest, PS 104Q Community Garden, Food Drives, Clothing Drives, Field Day, regular class trips
- Art residencies including the Metropolitan Opera House and Rockaway Artist Alliance
- Early morning Extended Day Program using Achieve 3000.
- Smartboards/Mimeos in at least a third of our classrooms
- NYC Fitnessgram program.

We believe that parent involvement is key to a child's success. Our activities include:

- PTA meetings.
- Learning Leaders Program.
- Monthly Grade Celebrations.
- Family participation in special events such as Book Character Day, Movie Night, family trips, Grandparents Day, Field Day, Middle School Articulation night, Hispanic Heritage Celebration etc.

- Family workshops include nutrition, academic activities, parental concerns, family challenges etc
- Communication with families through school calendar and school newsletter.

The Bays Water School is a hidden gem that serves as a community hub for our children afterschool. We are a family of learners supporting all children in surpassing their potential. We believe laying a great foundation in elementary school enables a child to succeed in life!

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	PS 104 The Bays Water School			
District:	27	DBN #:	27Q104	School BEDS Code #: 342700010104

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> PreK	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	30	34	35		91.3	92.7	TBD		
Kindergarten	102	97	93						
Grade 1	88	105	106	Student Stability: % of Enrollment					
Grade 2	91	86	105	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	63	94	91		89.0	89.3	TBD		
Grade 4	84	61	86						
Grade 5	79	91	66	Poverty Rate: % of Enrollment					
Grade 6	80	58	67	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		78.5	77.4	92.1		
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	17	TBD		
Grade 12	0	0	0						
Ungraded	2	1	1	Recent Immigrants: Total Number					
Total	619	627	650		1	3	0		
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	32	37	32						
No. in Collaborative Team Teaching (CTT) Classes	52	45	37	Principal Suspensions	19	11	TBD		
Number all others	19	19	30	Superintendent Suspensions	11	8	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)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	29	26	34	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	4	(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	56	60	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	10	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	TBD
	1	1	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	100.0
American Indian or Alaska Native	0.6	0.5	0	Percent more than two years teaching in this school	66.1	73.3	TBD
Black or African American	68.8	69.4	67.4	Percent more than five years teaching anywhere	60.7	61.7	TBD
Hispanic or Latino	25.2	24.4	26.3				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	3.7	3.4	Percent Masters Degree or higher	88.0	88.0	TBD
White	1.3	1.8	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.5	100.0	TBD
Multi-racial							
Male	52.7	53.9	53.7				
Female	47.3	46.1	46.3				

2009-10 TITLE I STATUS				
√ Title I Schoolwide Program (SWP)	● Title I Targeted Assistance		● Non-Title I	
Years the School Received Title I Part A Funding:	√● 2007-08	√● 2008-09	√● 2009-10	√● 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: No x <input type="radio"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<input checked="" type="checkbox"/> In Good Standing	<input type="radio"/> Improvement – Year 1	<input type="radio"/> Improvement – Year 2
<input type="radio"/> Corrective Action – Year 1	<input type="radio"/> Corrective Action – Year 2	<input type="radio"/> Restructured – Year ____

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

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS	√	ELA:		
	Math:	IGS	√	Math:		
	Science:	IGS	√	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
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	5	5	3	0	0	0

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.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	96.8	Quality Statement Scores:	

Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	12.3	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	17	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions:

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?
-

PS 104Q has many strengths, accomplishments and challenges. Our school came off the Corrective action list in 2004 and has since been a school in good standing. We have a very committed faculty and growing parent involvement. Our students are willing to learn and are eager to come to school. We have a number of after school programs in place for dance, music, art and theater. We additionally host fun family activities that bring the whole family together.

We believe that our greatest accomplishments in the past few years include expanding the Saturday Academy to Grades 1-6, networking with local agencies to bring in after school programs such as the Rockaway Artist Alliance Kidsmart Program and the Safe Space OST Program, our school wide behavior modification SAIL initiative, the move to being a Core Knowledge school on Grades K-6 and being invited to participate in The Chancellor's Core Knowledge Reading Pilot for Kindergarten, Grade 1 and 2, and the change of extended day to a morning session.

Trends over the past few years shows a steady rise in reading and math scores on Grades 3-6. The 08-09 school year saw our highest growth with improvement in all areas including learning environment, attendance, student performance and student progress in both ELA and Math. We saw a 21.4% increase on ELA performance and a 13.7% increase on student progress. In math, PS 104 increased student performance by 14% and student progress by 32%.

Our greatest challenge is in supporting student progress academically from year to year. The 08-09 school year saw us improve in student progress and performance in both ELA and Math. PS 104 was in the top 10% of schools with a 96.8 on the 08-09 Progress Report. We saw growth in all areas, but need to continue our focus on quality education for all students. The 09-10 school year saw a decline in student achievement in reading and math. Our greatest success is working with our low level students in ELA. Our greatest challenge is in academic rigor for our high performing students in math. The Progress Report indicates that our students fail to show growth in math. The data also supports the fact that our special needs population did not make adequate yearly progress in ELA.

The most significant barriers to the school's continuous improvement is providing quality teacher professional development in strategy centered, student engaged learning that builds prior knowledge and oral language for students. This is a barrier because both time and funds are limited for extensive professional development.

Another barrier is fostering a culture of student self management of learning. Families and students need to be aware that children who learn best are children who take charge of their learning. Towards this end, teachers need additional professional development in data driven differentiation, use of student centered rubrics and goal setting. By beginning with the teachers and imbedding these practices into their instruction, this culture of learning self management can take root with students and families. We additionally look to provide workshops for families regarding instructional initiatives; what a family can do to support their child's learning; and emotional, social workshops that bring our family community together.

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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

Goal 1: By June, 2011, 83% of all PS 104Q Grades K-6 students will make a year's growth in reading based on the Acuity assessment and Teacher College benchmarking with a specific focus on Special Education students.

In order to increase student performance and progress, we have raised the bar for the 10-11 school year for all students in ELA instruction. Last year, 78% of our students made a year's progress in ELA. We want to continue that increase by setting a realistic goal for a 5% increase on formative assessments. PS 104 will utilize a system of interim benchmarking and our customized Goal Setting Matrix to regularly track student progress and revise goals as needed. Teacher College Benchmarking will take place four times a year for all students. Students will also be observed with 1:1 conference notes on a weekly basis. Additionally, in support of our special education sub-group, special education has been streamlined to meet student needs through the use of Wilson, Foundations, REWARDS, Great Leaps and other intervention programs.

Goal 2: By June, 2011, the number of PS 104Q students scoring Level 3 and 4 on the NYS Math exam will be 5% higher than in 09-10 with a specific focus on Special Education students.

With the 08-09 scores showing a huge gain with 78% of Grade 3-6 student on Levels 3 and 4, PS 104 is raising the bar by setting our goal for 83% of our students to be on these levels. This will be accomplished through the implementation of the Harcourt Math program which is a March to March program that includes specific differentiated strategies for enrichment, re-teaching of challenge areas, extension for difficult concepts and follows a whole – small- whole model. Assessment and analysis of data/trends takes place on a monthly basis.

Goal 3: By June, 2011, 85% of PS 104Q teachers will participate in professional learning communities that will meet once a week to review assessments, create goals and plan instruction so that all children within the grade can grow.

85% of teachers will participate in professional learning communities that will meet once a week to review assessments, create goals and plan instruction so that all children within the grade can grow. Teachers will study the work of Richard DuFour by reading Learning By Doing and other titles.

Goal 4: By June 2011, 100% of teachers will participate in professional development centered on data driven differentiated instruction that addresses the needs of all students in the classroom including IEP and ELL.

Professional development will be provided to all staff regarding data driven differentiated instruction. As a result of this professional development, 100% of teachers will demonstrate differentiated instructional strategies in observed lessons, learning walks and unit/weekly/daily planning.

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 2009-10 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 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: Language Arts Grades K-6

<p>Annual Goal 1</p>	<p><i>By June, 2011, 83% of all PS 104Q Grades K-6 students will make a year’s growth in reading as compared to the 09-10 school year based on the Acuity assessment and Teacher College benchmarking with a specific focus on Special Education students.</i></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>Timelines for all actions, strategies, activities implemented during the 09-10 school year are as follows:</p> <p>August – Professional Development (ongoing on a monthly basis)</p> <p>September – Introduction, initial student assessments, data driven instruction, ELA Benchmarking, parent progress reports, (monthly)</p> <p>October - December – Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies.</p>	<p>In order to ensure that 83% of our students including ELL and Special Education make a year’s growth in ELA, we have formulated a plan that focuses on a solid and sequenced curriculum grounded in reading, writing, phonics development and higher order thinking/comprehension. Unless grade specific, the target group is for all students K-6 including ELL and Special Education.</p> <p>September – June</p> <ol style="list-style-type: none"> 1) Use of Foundations phonics program in Grades 3 and all Special Education classes for all students including ELL. 2) Monthly Curriculum Calendars that outline the Strategy of the Week, Grammar and Writing topics of the months used by all teachers for all children PreK-6 including ELL and Special Education 3) Core Knowledge Interdisciplinary Balanced Literacy Prototype on Grades 1-6 for all students including ELL and Special Education. 4) Implementation of Chancellor’s Core Knowledge Reading Pilot Program in Kindergarten, Grade 1 and Grade 2. This program includes rigorous assessment through Dibels, the Woodcock Johnson, Terranova and Core Knowledge 1:1 assessments. Kindergarten, Grade 1 and Grade 2 general education, ELL and special education are the target group 5) Promotion of differentiated instruction through group goal setting, assessment, student self evaluation and tiered assignments. 6) 1:1 Conference Notes with next steps and use of Teacher College Benchmark Assessments on Grades 1-6 with participation in TC data on Grades 1-3. This initiative supports continuity of assessment and alignment. 7) Professional Learning Community- teacher chooses four students that are high level

<p>December – ELA Benchmarking</p> <p>January – March - Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies.</p> <p>March – ELA Benchmarking</p> <p>April – June - Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies.</p> <p>June – ELA Benchmarking in preparation for following year. Reflection and planning for 09-10 school year.</p>	<p>twos and low level threes to provide enrichment and specific attention to goal setting and student progress. This initiative is the continuation of Grade Inquiry Teams.</p> <p>8) Saturday Academy: Additional support in literacy and mathematics to all students Grades 1-6. Groups are separated by level as opposed to grade thereby providing remediation to those who require support and enrichment to those who need an extension of their learning.</p> <p>9) Professional Development: Differentiated by teacher and grade. Focusing upon best practices in reading, strategy centered mini lessons, guided reading and modeling.</p> <p>10) Grade Articulations between Grades 1-2, 2 -3, 3 -4, 4 -5 and 5-6 in order to promote seamless instructional practices. All classroom teachers: 1-2 (October), 2-3 (November), 3-4 (December), 4-5 (January), 5-6 (February)</p> <p>11) Use of PS 104 Interim Benchmarking system that translates to performance levels and the PS 104 Goal Setting Matrix for students by level. Benchmarking will take place four times a year.</p> <p>12) Streaming for Special Education students based on pre-assessment for intervention. Interventions include Wilson, REWARDS, Great Leaps, Comprehension Strategies Kit.</p> <p>13) Analysis of all acuity scores and creation of group goals for student instruction based on the data.</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><u>Conceptual Consolidation Personnel Services</u> Classroom Teachers – \$2888493 SETSS – IEP - \$74, 937 Early Intervention Literacy Specialist – \$100, 647 Upper Grade Literacy Specialist – \$100, 647 Class Size Reduction – \$562, 482 Inquiry Team: TL Children First Funding Inquiry Team - TBD Professional Learning Communities : \$74, 937 Saturday Academy: TBD Core Knowledge Reading Pilot: See classroom teachers Professional Development (APs): \$231, 000</p> <p><u>Conceptual Consolidation OTPS</u> Dibels Software – \$6,000 Teacher College Benchmarking – DYO Assessment Funding – TBD Children First Network Outreach – TL Children First Funding – \$31, 814 Data Specialist – TL Children First Funding – TBD General Supplies - \$4, 000 NYSTL Library - \$3758</p>

Indicators of Interim Progress and/or Accomplishment	Indicators of Progress will show 1 years growth for 83% of our students according to the PS 104 Benchmarking and Goal Setting System. <ul style="list-style-type: none"> • September – Initial benchmark on all grades. Grades K, 2-6 will be expected throughout the year to move at a minimum 3 Teacher College levels. Grade 1 students will move a minimum of 4-6 levels. CARS assessments for goal setting on Grades 3-6. • December – Movement of a minimum of 1 level K-6. Intervention provided for students not moving. Fall ELA ITAs data analyzed and used for planning. • March - Movement of a minimum of 1 level K-6. Intervention provided for students not moving. • April - Spring ELA ITAs data analyzed and used for planning. • June – Final benchmarking and preparation for Fall.
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Subject/Area (where relevant): Mathematics

Annual Goal 2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<i>By June, 2011, the number of PS 104Q students scoring Level 3 and 4 on the NYS Math exam will be 5% higher than in 09-10.</i>
Action Plan Timelines for all actions, strategies, activities implemented during the 09-10 school year are as follows: August – Professional Development (ongoing on a monthly basis) September – Introduction, initial student assessments (CAMS), data driven instruction based on unit assessments, parent progress reports (monthly) October - December – Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies. January – Math ITA	September -June: Target: All students including ELL and special education <ul style="list-style-type: none"> • Expansion of Harcourt Math Implementation to include Kindergarten • Continue Harcourt Math Implementation on Grades 1-6 • Core Knowledge Alignment: Staff aligns core knowledge material with mathematics to integrate in Problem of the Day for cross curricula linkage • Math Portfolios with focus on Math writing • Math Language via accountable talk and included in math Writing • Focus on Mental Math and memorization of basic facts such as multiplication tables and minute math. • Use of 1:1 conferencing. • Use of “Movie on Location” DVD that integrates math into real life situations. Students then extend what they learn through enrichment activities. • Professional Development Activities to support above initiatives are conducted during grade conferences and small group chat and chews/study groups.

<p>January – March - Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies.</p> <p>April – June - Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies.</p> <p>June – Math Predictive exam in preparation for following year. Reflection and planning for 10-11 school year.</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><u>Conceptual Consolidation Personnel Services</u> Classroom Teachers – \$2888493 SETSS – IEP - \$74, 937 Class Size Reduction – \$562, 482 Inquiry Team: TL Children First Funding Inquiry Team - TBD Professional Learning Communities : \$74, 937 Saturday Academy: TBD Professional Development (APs): \$231, 000</p> <p><u>Conceptual Consolidation OTPS</u> Children First Network Outreach – TL Children First Funding – \$31, 814 Data Specialist – TL Children First Funding – TBD General Supplies - \$4, 000 Inquiry Team: TL Children First Funding Inquiry Team - TBD Professional Development: \$20, 843 Purchase of Harcourt Math - NYSTL Textbooks - \$14232</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students are assessed monthly. Student unit data is analyzed for areas of strength and challenge. Teachers disaggregate data and forward it to the Inquiry Team. Inquiry Team analyzes data for trends and instructional implications.</p> <p><u>Instruments of Measure</u> Monthly Benchmarking Progress and growth is measured by benchmarking of unit assessments. Students are assigned performance levels to unit numerical grades. Benchmarking is as follows: Level 1: 0% -64% Level 2: 65% - 79% Level 3: 79% -94% Level 4 94% and above</p>

	<p>Acuity Progress will additionally be measured via analysis of the NYC Acuity Predictive and ITA exams in mathematics with students making 5% growth on each exam. Timeline is according to NYDOE exam schedule</p> <p>Portfolio Progress will be measured by an increase of 5% Level 3 and 4 work on Problem of the Day in student portfolios.</p> <p>Projected Gains: Students will grow an average of 5% points throughout the year.</p>
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Professional Development – Professional Learning Communities

Subject/Area (where relevant):

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June, 2011, 85% of PS 104Q teachers will participate in professional learning communities that will meet once a week to review assessments, create goals and plan instruction so that all children within the grade can grow.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Sept – Formation of Circular 6R Professional Learning Communities on a common prep. Grades will begin to work with Richard DuFour’s <u>Learning by Doing</u>. Communities will meet weekly to review student work, create assessments etc. Administration will structure the first few months while we are in the learning stage of “how” to form professional learning communities. • Oct – Initial round of community walkthroughs to assess teacher facility with planning instruction and designing learning experiences for all students. • November – professional learning communities self assess their present level of expertise and share their “work in progress” at Election Day PD. • Nov – June – formation/continuation of the cross professional learning community team who will meet weekly after school for one hour to share the work of their respective grades and problem solve improvements • November – Benchmark 1 – work with grade supervisor in self assessment of the community’s progress. • February - Benchmark 2 – work with grade supervisor in self assessment of the community’s progress and progress check against previous benchmark assessment. • April – Benchmark 3 – work with grade supervisor in self assessment of the community’s progress and progress check against previous benchmark assessment. • June – Benchmark 4 – work with grade supervisor in self assessment of the community’s progress and preparation of sharing their experiences as a learning community. • June – Staff Retreat - All Staff will host a professional development day where each grade will

	present a workshop and/or panel discussion where they share most valuable experiences of being a learning community.
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>	<u>Conceptual Consolidation Personnel Services</u> Classroom Teachers – \$2888493 SETSS – IEP - \$74, 937 Inquiry Team: TL Children First Funding Inquiry Team - TBD Professional Learning Communities : \$74, 937 Professional Development (APs): \$231, 000 <u>Conceptual Consolidation OTPS</u> Children First Network Outreach – TL Children First Funding – \$31, 814 Data Specialist – TL Children First Funding – TBD General Supplies - \$4, 000 Inquiry Team: TL Children First Funding Inquiry Team Professional Development: \$20, 843
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Teacher Survey • Teacher Self Assessment • Administrator Observations/Snapshots • Learning Community Agendas – Benchmark Reflections • Staff Retreat Surveys

	Professional Development Data Driven Curriculum Differentiation and Self Management of Learning
Subject/Area (where relevant): Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<i>By June 2011, 100% of teachers will participate in professional development centered on data driven, differentiated instruction that addresses the needs of all students in the classroom including IEP and ELL.</i>
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>	<ul style="list-style-type: none"> • Sept – Introduction Data Driven Instruction initiative that includes goal setting, student assessment, use of rubrics and curriculum planning • Oct – Initial round of formal observations to assess teacher facility with using data to drive instruction and differentiation through content, concept and process. • November – professional development regarding class and student goal setting, various differentiation strategies such as tiered assignments and student use of rubrics for revision and editing in writing. Professional development on clear expectations. • Nov – June – professional development and sharing among teachers regarding various

	<p>differentiation strategies and assessment driving instruction. Monitoring of student and teacher progress via observations, lesson plan examination, walk throughs, snapshots and sharing of best practices at grade inquiry team meetings..</p> <ul style="list-style-type: none"> • December – review of ELA/math benchmark for student progress and revision of strategies • March - review of ELA/math benchmark for student progress and revision of strategies • June – review of ELA/math benchmark for student progress and revision of strategies
<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><u>Conceptual Consolidation Personnel Services</u> Classroom Teachers – \$2888493 SETSS – IEP - \$74, 937 Inquiry Team: TL Children First Funding Inquiry Team - TBD Professional Learning Communities : \$74, 937 Professional Development (APs): \$231, 000</p> <p><u>Conceptual Consolidation OTPS</u> Children First Network Outreach – TL Children First Funding – \$31, 814 Data Specialist – TL Children First Funding – TBD General Supplies - \$4, 000 Inquiry Team: TL Children First Funding Inquiry Team - TBD Professional Development: \$20, 843</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ELA/Math Benchmarking December, March, June • ITAs in ELA and Math • Teacher Self Assessment • Administrator Observations/Snapshots

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	54	54	N/A	N/A	4	0	0	0
1	90	90	N/A	N/A	7	0	0	0
2	85	85	N/A	N/A	4	0	0	0
3	95	95	N/A	N/A	3	0	1	0
4	75	75	75	75	5	0	1	0
5	75	75	75	75	10	0	1	0
6	41	41	41	41	7	0	1	0

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>LEVEL I INTERVENTIONS : Daily throughout the year</p> <ul style="list-style-type: none"> • Grades K-6 : 120 minutes ELA • Differentiated instruction based on need • Guided Reading and 1:1 conferencing addressing individual student need • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • Foundations Grade 3 • Core Knowledge reading Pilot K , 1, 2 <p>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</p> <ul style="list-style-type: none"> • Foundations - K/1 - small group phonics instruction, pull out, during the day • Earobics – Grades 2-3 • Great Leaps – K-6 Special Education • Early Success - Grade 1 - small group comprehension instruction, push in, during the day • Metacognitive Strategies Instruction - Grades 4-6 comprehension instruction, pull out, during the day • Lunch and Learn - Grades 1-6 - small group tutoring comprehension instruction, during the day • ELA/Reading in the Content Area Skills Work - Grades 1-6 - small group 37.5 minutes • ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • Summer School - Grades 3-6- Small Group Instruction, 4 days a week for six weeks • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Achieve3000 during 37.5 minutes • Safe Space OST After school tutoring
Mathematics:	<p>LEVEL I INTERVENTIONS : Daily throughout the year</p> <ul style="list-style-type: none"> • Grades K-6 : 90 minutes Math • Differentiated instruction based on need with Tiered assignments • Small Group and 1:1 conferencing addressing individual student need • Harcourt Math Differentiated Instruction • Math Consultant for Time on Task • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.

	<p>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</p> <ul style="list-style-type: none"> • Math Skills Work - Grades 1-6 - small group 37.5 minutes through use of Daily Elements in math • Math Skills Work/Test Preparation - Grades 3-6 - small group, Saturdays • Lunch and Learn - Grades 1-6 - small group tutoring, during the day • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • Summer School - Grades 3-6- Small Group Instruction, 4 days a week for six weeks • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Safe Space OST After school tutoring
<p>Science:</p>	<p>LEVEL I INTERVENTION</p> <ul style="list-style-type: none"> • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • Reading in the Content Area instruction through Core Knowledge with a focus on strategies <p>LEVEL 2 INTERVENTION</p> <ul style="list-style-type: none"> • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Safe Space OST After school tutoring
<p>Social Studies:</p>	<p>LEVEL I INTERVENTION</p> <ul style="list-style-type: none"> • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • Reading in the Content Area instruction through Core Knowledge with a focus on strategies <p>LEVEL 2 INTERVENTION</p> <ul style="list-style-type: none"> • Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • Safe Space OST After school tutoring
<p>At-risk Services Provided by the Guidance Counselor, Social Worker, Psychologist:</p>	<p>ATTENDANCE INTERVENTION</p> <ul style="list-style-type: none"> • Monitor attendance of At Risk students (less than 90%) • Conducts outreach services • Family counseling • Attendance teacher • Referrals to Support Agencies <p>ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM</p> <ul style="list-style-type: none"> • Superintendent Suspension • Uninterrupted Academic Instructional Support • Frequency Based on Need

	<ul style="list-style-type: none"> • Counseling Provided • Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs. <p>IN SCHOOL SUSPENSION (SAVE) ROOM</p> <ul style="list-style-type: none"> • Frequency based on needs • Counseling <p>CONFLICT RESOLUTION PROGRAM</p> <ul style="list-style-type: none"> • Whole class and small group lessons in conflict resolution • 1:1 counseling in resolving conflict/anger management • Small group, peer mediation • Family outreach and problem solving <p>GUIDANCE COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> • Group and Individual Counseling • Needs based • Students not meeting promotional/performance standards • Students experiencing behavioral, emotional, family issues negatively impacting on learning • Referral to support agencies • Whole class/small group guidance lessons <p>ELL SUPPORT COUNSELING</p> <ul style="list-style-type: none"> • Guidance Counselor Support Services • Additional Educational Assistants or individualized Attention • Frequency Based on assessed needs <p>SOCIAL WORKER INTERVENTION</p> <ul style="list-style-type: none"> • Small group, individual and family counseling • Consultation with classroom teachers for development of behavior intervention plans • Crisis intervention/crisis counseling as needed
<p>At-risk Health-related Services:</p>	<p>HEALTH SERVICES</p> <ul style="list-style-type: none"> • Regional Nursing Director - Coordinates Services Throughout the Region • Supervising Nurse for Each District - Monitors Services • Contract or DOE Nursing Services Support at School @ 6 hrs a day • Monitor Health Needs of All Students and Provide First Aid • Referrals to Supportive Agencies <p>OPEN AIRWAYS ASTHMA CURRICULUM</p> <ul style="list-style-type: none"> • Emotional, Health and Physical Components • Delivered by DOH School Nurse • Referrals to Supportive Agencies

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 (2009-2010) LAP narrative to this CEP.

Part A: Language Allocation Policy Narrative

Part I - Composition of LAP Team, Teacher Qualifications and School ELL Demographics

The LAP team for P.S.104 consists of Katie Grady, principal, Deirdre Mc Shane, assistant principal, Lauren Saposnick, ESL teacher, Mary Beth Maiorano, literacy teacher, Judy Luckner, IEP teacher, Yessenia Ventura, Parent SLT Representative, Gilda Quijije, family worker. Our school is located at the remote eastern end of the Rockaway peninsula in Queens. Around the school, there are many large pre-World War I houses which have now become multiple family dwellings. Postwar building included small single-family homes and a number of housing projects. Our original school building is more than seventy-five years old; with a “modern” addition that was built in 1966. The building, home to approximately 650 students in grades pre-kindergarten to six, is in good physical condition and well maintained.

Out of the 650 students, 48 are English Language Learners. Forty six of the children are Spanish speaking, two are Haitian-Creole. Our ELL population represents 5.5% of our total student population. When PREK is excluded, our ELL population represents 5.8% of our total student population.

PS 104Q has one NYS/NYC certified ESL teacher, Lauren Saposnick. The only program offered at PS 104Q is a free standing ESL program. PS 104Q ELL demographics are located in the attached LAP worksheet.

Part II - ELL Identification Process

ELL students are identified through processes as outlined by the NYCDOE. Families of all incoming students are required to complete the HLIS. Our bilingual family worker assists our non-English speaking parents in completing any entrance paperwork and answering all questions regarding ESL services for their child. The pupil personnel secretary alerts our ESL teacher for all flagged Home Language Surveys. Our NYS/NYC certified ESL teacher, Lauren Saposnick, conducts an oral interview with each flagged student. She then tests all flagged students with the LAB-R. Once tested with the Lab-R, all students who qualify are then scheduled for ESL services. All of this occurs within 10 days of admittance.

Translation services are available throughout the entire process for families through either in house translators (Spanish, French). We contact the NYCDOE Translation Office if a family speaks a language for which no translator is available.

In addition to the LAB-R, ELL students participate in formative assessments such as Teacher's College Benchmarking, Acuity exams and the summative NYSESLAT exam. Our certified ESL teacher, Lauren Saposnick, administers the oral language interview, LAB-R exams and NYSESLAT exam. More informal assessments are administered by the classroom teachers and AIS providers.

Process for Parent Choice

In the fall, all parents/families of ELL students are invited to an informational meeting regarding their right to a program of choice. Letters are sent home via mail and by book bag in the native language explaining their rights to either choose a Transitional Bilingual Program, a Dual Language Program or a Freestanding ESL Program. The meeting additionally explains each of the programs, where they are located and parental right to choose. Parents are given a tear off on the letter sent home and if they attend the meeting, a tear off as well. The process for distribution of entitlement letters is as follows:

- 1) Upon enrollment and immediate flagging of the HLIS, a parent is given a letter in hand regarding the screening process for possible ELLs. This letter is in the parent/guardian's native language. In this letter, information is given regarding the types of programs available if the child is eligible. Parents immediately complete the survey with all admission paperwork.
- 2) If a child is deemed eligible after screening using the above methodologies, parents are then sent an "entitlement letter" regarding their child's right to services. Parents additionally receive written notice regarding program choice for which they are to sign off. AS noted earlier, that informational meeting is held in the fall. Since most of our new admits come to PS 104Q in September, we hold a parent informational meeting with the ESL teacher, Lauren Saposnick, and Family Worker Gilda Quijije. NYCDOE materials are distributed and an informational video is shown. Parents then select their program. If parents are unable to attend the informational meeting, they can select their program via written notice. The ESL teacher collects these program selection notices and they are placed in the cumulative record card. If a child is enrolled after the September informational meeting, the parent is contacted via phone and invited to school for a meeting. If the parent is unable to attend in person, a written notice is given and the parent/guardian makes their selection. Our family worker collaborates with the ESL teacher in following up on Program Selection forms that are not returned. The family worker and ESL teacher will send second and third notices with follow up phone calls if Program Selection forms are not returned.
- 3) The trend for the 08-09 school year was 100% of families chose to have their children remain at PS 104Q and participate in our freestanding ESL program. This trend has been tracked for a number of years with 100% of families choosing the free standing ESL program since September, 2006. Files are kept by our ESL teacher.

Scheduling the Free Standing ESL Instructional Program

With a full-time ESL teacher there is flexibility to schedule students for a pull out program for mandated ESL instruction without interfering with all other daily academic areas. The numbers of students in our school do not warrant either a Transitional Bilingual Education or Dual Language Program. In our school, there are 21 students or 3.3% of the total population who are at the beginner or intermediate level. There are 15 students or 1.2% of the total student population at the advanced level. Data indicate that students at the beginner and intermediate proficiencies score better on the listening and speaking subtests of the LAB-R and NYSESLAT compared to their performance on the other modalities. In general, the advanced students score highest in all of the 4 modalities. However, a weaker intermediate student, for example, may score higher in a given modality than an advanced student, because he or she might be stronger in that given area. The implications for the school's LAP and instruction are to carefully review the distribution of results of the 4 modalities. The ESL teacher, Principal, and LAP team work together in order to strengthen the weaker areas (modalities) of the students.

PS 104 students are serviced through pull out instruction based upon ungraded, heterogeneous grouping. For example, students in grades K, 1, 2, 3 scoring as beginners or intermediates are serviced together. Grades 4, 5, 6 beginners and intermediates are serviced together as well. We find that our advanced groups are always on the upper grades and they are serviced together. Beginners and intermediates receive 360 minutes of ESL instruction per week and advanced students receive 180 minutes. The 360 minutes for beginners and intermediates accounts for 8 periods a week whereas the 180 minutes accounts for four periods a week for advanced students.

Description of the Free Standing ESL Instructional Program and Content Delivery

All students receive ELA instruction within the balanced literacy setting. Students participate in read alouds, shared readings, and guided reading. Explicit ESL is delivered by the following methodologies and strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks

are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ELLs include: the CALLA book, Rigby guided reading books, picture books, large type books, non-fiction books, fiction books, books across the content areas, Harcourt books, first grade ESL classroom library, third grade classroom library, and Math Matters books. In addition, the ESL classroom is adjacent to the P.S. 104 professional development library that houses over 10,000 leveled guided reading books, making meaning read aloud kits and a wealth of professional development resources. The ESL teacher uses these materials on an ongoing basis.

SIFE Plan for Instruction

SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency. In addition, the ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English. All SIFE students receive the necessary help via our free standing ESL program. The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech, visuals and analyzing reading material to make it easier to comprehend. The Rigby reading series as well as other appropriate Ell materials are used.

Instructional Plan for Newcomers

Ells in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ESL program, as well as guiding Ells in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the Ells to get the instruction they need to help them succeed.

Instructional Plan for Ells with 4-6 years

Ells receiving services for four to six years receive ESL instruction according to their levels on the NYSESLAT and ELL periodic exams. The levels of the four modalities: listening, speaking, reading and writing are analyzed. According to the levels of Beginner, Intermediate, Advanced, or Proficient, students then receive the required necessary attention to help them achieve the skills they may still be lacking. The goal is to help Ells achieve English Language proficiency in all modalities. Once the Ells achieve proficiency, they test out of the Ell program and then receive transitional services .

Instructional Plan for Ells with over 6 years

Long term Ells are those Ells that have completed six, full years of ESL servicing, receive extra attention basically in reading and writing skills. Having completed so many years in the program, they perform well in listening and speaking. Using the Ell periodic exams and NYSESLAT score, modalities that present challenges to students are those targeted for instruction. We additionally analyze if a learning disability is involved with an Ell child and work with the child using multi-sensory learning and techniques including instructional technology. At times, the second language is used to support concepts and language learning where feasible and necessary. The ELLs are encouraged to acquire English language skills and attain learning standards. The plan for long-term ELLs is to target in on literary areas that need improvement. Instruction is differentiated for all ELLs on the classroom and ESL teacher levels. Teachers drill down on specific needs and create student goals for ELLs centered on those needs. The plan for ELLs identified as having special needs is to consider those needs when planning lessons to teach them more effectively. Giving special education ELLs extra attention helps to increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

Ells with Special Needs

Ells identified as having special needs require help in Acquiring the English language. As with other Ells, the assessment results of the ELL periodic exam, the NYSESLAT and LAB-R help to determine where special need Ells require the most support. IEP goals additionally give insight into the needs of a Special Ed Ell. Between the information from the exams and the annual review/triennial testing for a special needs ELL, these students receive support for their learning disability and language acquisition. Lessons are modified accordingly.

Targeted Interventions for ELLs

All intervention available to our general population are also available to our Ell students. Please refer to Appendix 1, Part B for all interventions on all levels in all content areas.

Explanation of Transitional Support for ELLs Attaining Proficiency

The PS 104Q plan for transitional support for those ELLs attaining proficiency is to continue providing supports to these students through AIS services. These services listed in Appendix 1, Part B can be either within the classroom level on Tier I or on a Tier 2 level with push in/pull out/afterschool/extended day services.

Afterschool and Supplemental Services for ELLs

Please see Title III Part B Instructional Plan for Supplemental Services to Ell students.

Description of Activities to Assist Newly Enrolled ELLs Before the Beginning of the School Year

For the students identified as Ells enrolled prior to the beginning of the school year, PS 104Q hosts an orientation meeting for parents and children. Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. Rarely do we have ELL children list noticed from Pre-K programs in the area.

Professional Development of the ESL Teacher

The ESL teacher participates in Knowledge Network monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NSESLAT, differentiation for ELLs, meeting the needs of Ells etc.

Professional Development and Support for School Staff (include paras guidance psychologist, OT/PT, Speech, Secretaries, Parent Coordinator)

ESL professional development for speech teachers, OT/PT, school psychologist and social worker is conducted by the Queens ISC at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers and teachers are given professional development in house by our Assistant Principal in charge of ESL, Deirdre McShane, and our ESL teacher, Lauren Saposnick. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students.

Additionally, The ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level.

Professional development meetings will be held once a month where topics such as ELLs and standardized , cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the ELL ISC and LSO staff on both compliance and instructional issues.

Parent Involvement and ELL Parents

The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs..

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our family worker is bilingual and is the primary contact for our Spanish speaking population which constitutes 5.5% of our school population.

Training for ELL parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Parent Coordinator/Family Assistant school based workshops
- Leadership Program Parent workshops
- Cornell University Nutrition Workshop series
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
- Continue the circulation of the Pre K Parent Newsletter and Parent Coordinator Newsletter/Calendar in English and Spanish
- Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

ELL Demographics

See attached LAP Worksheet

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

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.

Form TIII – A (1)(a) Bays Water School PS 104Q

Grade Level(s) K - 6 **Number of Students to be Served:** 48 **LEP**

Number of Teachers: 5 **Other Staff (Specify)**

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs

implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Bays Water School is an elementary school with 651 students from pre-kindergarten through grade 6. The school population comprises 69% Black, 24% Hispanic, 2% White, and 4% Asian students. The student body includes 5% English language learners and 15% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2008 - 2009 was 92.7%. The school is in receipt of Title I funding with 79% eligibility.

The Hispanic student population is primarily from the Dominican Republic, Puerto Rico, and Central and South America. Approximately 5.19% of the school population is English Language Learners. Spanish is the dominant language among the vast majority of students.

There are approximately 35 English Language Learners that participate in the ESL program. The ESL program is designed to strengthen English language proficiency and to support subject area knowledge, skills and vocabulary development. There is one certified ESL teacher that works with ELLs in both a push-in and pull-out model. At P.S.104, ELL students scoring at the beginning, intermediate and advanced level in English proficiency on the NYSESLAT exam attend general education classes and are supported by ESL instructional services.

During the school day, beginner ELLs receive independent English instruction using computer assisted instruction / software. We have purchased ELLIS software for use in our extended day, small group tutoring program and for use during the school day for small group instruction. In addition to mandated CR Part 154 mandated instruction, English language learner population receive computer assisted, supplemental instruction on a daily basis during the extended day/37.5 minutes program. The 37.5 minutes is conducted in the mornings Mon – Thurs 8:00 – 8:37 am.

In addition, the classroom teacher facilitates activities during the literacy block center time where students work in small groups or independently to address literacy needs identified through data. Due to the fact that ELLIS is a computer assisted instructional program, it can be differentiated to meet the needs of all English Language Learners.

The number of students to be served using ELLIS is approximately 30 LEP students from K-6 who require additional support in oral language. Teachers track student growth through this program as data is available on a daily basis. Technical support for this computer assisted program will be provided by our Title I Intervention Specialists.

As required by NYSED, all ELLs participate in freestanding ESL instruction with an ESL certified teacher. The ESL teachers works with ELLs for the required instructional time according to their proficiency level,B,I,A, as required by CR Part 154 NYSED regulations.

The NCLB, Title III of the No Child Left Behind Federal Provision on Educating Limited English Proficient and Immigrant students requires supplementary instruction to ELLs to increase English language development/proficiency and support student achievement in core academic subjects. With the SY 2009-10 school year additional funding for ELLS allocated for the first since 2006, a variety of supplemental services have been planned for the ELL population for the 10-11 school year.

The 27Q104 Title III program is as follows:

Saturday Academy

Beginning in January, 2010, PS 104Q will begin to implement a Saturday Academy for students in Grades 1-6. All English Language Learners will be invited to participate in this program that emphasizes literacy and mathematics improvement. Funding for the ELL program is Title III Supplemental Funds.

Approximately 36 ELL students, who choose to participate, will attend the Saturday Academy. The program will be implemented on Saturdays from 8:30 to 11:30. Materials that will be used include “Comprehension Strategies Kit” for Grades 1-2. ELLs in grades 3-6 will participate in ELA/Math test preparation instruction using STARS and CARS. For the beginning ELLs, Ellis software will also be used.

The Saturday Program will be funded by Title III as follows:

- Teachers : 3 teachers, two are Common Branch licensed, one ESL certified and fall under the highly qualified category. 1 Bilingual Paraprofessional to work with our ELL Special needs students (three total) Number of LEP students: approximately 30 including 3 special needs students requiring a bilingual paraprofessional.
- Total Number of Days: 13 Saturdays
- Hours: 8:30 – 11:30 am (3 hours)
- Groups – 2 groups with approximately 15 students in a group.
- Focus of instruction –
 - For our beginner LEP students, focus of instruction will be on language acquisition and listening/speaking.
 - For our intermediate and advanced LEP students, our focus in literacy will be on reading and writing in preparation for NYS exams.
 - If a child is not on an exam grade, these intermediate and advanced ELLs will receive intense literacy instruction using a “to-with-by” approach through modeling with guided and independent practice.
 - For all LEP students, mathematics instruction will take place in English with materials available in both English and their native language.

All will be funded with Title III allocation. The ESL teacher will push-in to the classes with ELL students and work with the CB teacher in differentiating the instruction and support students by using the bilingual glossaries and bilingual translation dictionaries.

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.

In addition to the professional development provided under CR Part 154 guidelines, all teachers will be trained in the use of ELLIS software with follow up sessions as needed.

Using Title III funds, teachers will also be trained in –

- SMART GOALS and Meeting the Needs of the English Language Learner : In this workshop, teachers will learn how to write goals that are specific, measurable, attainable, realistic and time bound specifically for meeting the needs of English Language Learners. These goals will modeled and used through pre and then post assessment with goals being modified as progress grows. .

- Guided Reading for ELL Students – Through a series of four workshops, teachers will learn the components and structure of exemplary guided reading program. Teachers will learn how to conduct 1:1 conferences to meet the needs of ELL students. Teachers will learn additionally how to focus on oral language development through a 1:1 conference with LEP students
- Differentiation – This series of four workshops will focus on teachers acquiring a variety of instructional methodologies to meet the needs of all students including English Language Learners. Multi modality teaching will be part of this series. .

Form TIII – A (1)(b)

School: 27Q104 BEDS Code: 342700010104

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

Allocation Amount: \$15,000		
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) I. Per session II. Per diem	\$10, 228.23	Saturday Academy 3 teachers x 3 hours x 13 sessions x \$49.89= \$5,837.13 1 bilingual paraprofessional x 3 hours x 13 sessions x \$26.27= 1024.53 Professional Development Workshops 9 Teachers x 1.5 Hour X 5 Sessions x \$49.89 =\$3,367.57
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1771.77 \$3000.00	Saturday Academy materials Comprehension Strategy Kits English/Spanish Dictionaries test preparation materials (literacy in English and math in both native language and English) STARS and CARS (literacy) and SAMS/CAMS (Math) Classroom Libraries Purchase books in native language for classroom libraries on all grades.
TOTAL	15000	

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.

During the enrollment process of a new student, the school administers the HLIS to determine the primary language of the student and similarly, the parent. This data is maintained and recorded in ATS, the HLIS and the blue emergency card. This information is also noted on the child's cumulative folder and in ARIS. The data used to assess written translation needs includes the number of enrolled students including ELLs whose parent's primary language is a language other than English. The data used to assess the oral interpretation needs of the school includes the number of parental participants in school based events. Data is also accessible via the HLIS, the Annual School Report Card, NCLB Accountability Report and attendance records from school based events.

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.

The major findings of the school's written and oral interpretation needs determined that English and Spanish are the primary languages of PS 104 parents. These findings were reported at the PTA Executive Board meeting, PTA General membership meetings and the School Leadership Team meetings.

Part B: Strategies and Activities

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

The written translation services the school will provide is the translation of all parent notifications in Spanish. Translations are completed by school based staff as well as the Translation & Interpretation Unit as needed. The English versions of lengthy parent notices are sent in advance to the Translation & Interpretation Unit in order to facilitate the timely distribution to the parents. The English version of short parent notices are provided in advance to the school based staff to facilitate the timely distribution to parents. All parent notifications including the school calendar, the Principal's Monthly Update, the Parent Coordinator Newsletter, Parents Bill of

Rights and Responsibilities and school based information notices are translated and sent in English and Spanish. In addition, all NYCDOE notices are accessed in English and the translated versions such as the Summer School notices are distributed in the native language. All languages are represented in our school signage at the main, security desk and in our main office. All forms are available in all languages as provided by the NYCDOE

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school provides oral interpretation services at all parent workshops, meetings and events. School based staff are paid per session when appropriate to translate if the event is after school hours. During the school day, school based staff are available on an as needed basis to interpret for parents. A list of available translators and languages spoken is available in the main office. The school additionally avails itself of the Translation and Interpretation Hotline provided by the NYCDOE.

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>.
 - a. Section VII Part A: The school distributes all NYCDOE bulletins to parents whose language is a covered language. The NYCDOE bulletins include the Discipline Code, Promotion In Doubt, Accountability Reports, NCLB Transfer etc.
 - b. Section VII Part B: The school posts in the Main Entrance and the Main Office notices in each of the covered languages indicating the Family Room #215 where copies of such written notifications are available
 - c. Section VII Part C: School based staff are available each day to provide interpretation services during daily procedures and emergency procedures as per the Safety Plan
 - d. Section VII Part D: N/A less than 10% of our parents speak a language other than English Section VII: Part E: The Department's website is posted in the Main Entrance, is provided in each Principal's Monthly Update and Parent Coordinator Newsletter . The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-2011:	416,862	9,471	430,544
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,169		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		95	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20843		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		473	
6. Enter the anticipated 10% set-aside for Professional Development:	41686		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		947	

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

N/A

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 104, The Bayswater School, Parent Involvement Policy

PS 104, The Bayswater School, agrees to implement the following statutory requirements:

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

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 104 School-Parent Compact

School Responsibilities

PS 104, The Bays Water School, will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards through Balanced Literacy, Foundations, Harcourt Mathematics on Grades 1-6, Everyday Math on Grade K, Core Knowledge Curriculum in literacy, social studies, art and music, NYC Scope and Sequence for Science and Physical Education
2. Hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall term.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports monthly in all core subject areas.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents upon a mutually agreeable appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through Learning Leaders, PTA Participation and participation in our family activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I programs and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time or ask to be read to.
- Follow the Chancellors Disciplinary Code
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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.

Please refer to Page 10 of this plan

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

Please refer to the Action Plan as outlined on Pages 12-17

3. Instruction by highly qualified staff. **100% are Highly Qualified**

PS104Q employs hiring practices that seek the most qualified candidates for positions in our school. In working with the NYCDOE Human Resources, we attend hiring fairs, conduct demonstration lessons by prospective candidates and high via an interview committee. Thus, our staff is highly qualified or is the process of becoming highly qualified. Teachers are programmed in the instructional program according the all NYS regulations including teaching within license. When a teacher is in the process of becoming highly qualified, we provide first year mentoring and additionally support outside higher education coursework funding. Those teachers in need of specifics for certification work in concert with the principal to achieve highly qualified credentials.

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.
 - School's professional development priorities are based on student and teacher identified needs, in addition to city/district mandates

- School instituted professional development often includes monitoring, modeling, coaching, inter-visitations and demonstration activities to support implementation of effective teaching and learning
- Staff has ongoing opportunities for mutual problem solving and experimentation to improve their instruction
- Based on formal and informal observations of teaching/learning, administrators provide support and feedback to staff
- As a result of participation, teaching staff often applies professional development to instruction
- Staff engages in ongoing professional development
- Professional development often introduces knowledge and techniques that promote excellence in instruction and which are based on current school improvement research findings
- Professional development in how to meet the needs of at-risk learners, special needs students and English language learners occur regularly.

Implications for the Instructional Program:

- Maintain and/or expand the level of staff development on a regular basis in order to meet both staff and student individual needs to include guidance from the PS 104Q Learning Support Organization, The Knowledge Network, , Administration
- Provide professional development for Pre-K - 6 teachers regarding the implementation of the Core Knowledge Curriculum and NYC Core Curriculum in literacy, mathematics and science.
- Enhance quality of teaching by including additional modeling, coaching, inter-visitations and demonstration activities to support effective teaching and learning
- Continue cohort model, staff grouped by grade including auxiliary personnel that provide services to that grade, to provide professional support for classroom teachers
- Continue to use common preps, faculty/grade conferences, cohort, study groups, snapshots, observations, focus walks, committee and administrative cabinet meetings to provide ongoing opportunities for mutual problem solving and experimentation
- Continue the professional development for untenured staff such as school based weekly New Teacher Sessions, Circular 6R menu items, grade conferences, grade leader sessions, common preps, inter-visitations, snapshots, observations, etc.
- Decrease lecture and increase performance based learning at PS 104Q
- Continue opportunities for staff (tenured and untenured) to participate in DOE, Region, school-wide professional development activities
- Continue staff participation in professional development activities provided by Knowledge Network LSO/NYCDOE.
- Continue teacher access and utilization of the PS 104 Resource Library including graphic organizers, a copy machine, a computer center, guided reading books, Making Meaning read aloud books, Time for Kids non-fiction shared reading materials, Orbit non-fiction share reading posters, Big Books, etc
- Continue to conduct needs assessment surveys and checklists during the school year
- Continue to circulate current book titles for staff to read and discuss current research as adult learners
- Continue to use DVDs on research based instructional methods to facilitate study groups, discussions and skills development as adult learners.

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

PS 104Q employs a variety of strategies in order to hire the most highly qualified staff for our school. We attend hiring fairs, research the NYC HRMS system, work with Human Resources personnel, interview rigorously, conduct committee searches, reach out to local colleges and review every single

resume that comes across the desk. We additionally network with the NYC Fellows and various mentors throughout the city for possible candidates that are already highly qualified.

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

In order to increase parent involvement at PS104Q, we implement the following strategies:

- Provide access to Core Knowledge Curriculum texts such as “What Your 1st Grader Needs To know” by Ed. D. Hirsch to support the home/school collaborative efforts and the Core Curriculum implementation in Pre-K-6 Grades
- Conduct sensitivity training for the staff to facilitate daily welcoming environment for parents
- Continue the Principal’s and Parent Coordinator’s Monthly Update parent newsletter
- Increase level of parent involvement by training parent volunteers as Learning Leaders.
- Improve scheduling of meetings and workshops to allow maximum number of parents to attend
- Provide parents greater access to meet with teachers other than at mandated times
- Continue to encourage parents to support student completion of homework assignments, projects, etc., so that parents become partners in their child’s education
- Continue Student of the Month/Parent of the Month recognition sessions
- Continue to encourage parents to access the Parent Corner in the library/media center
- Continue Parent Teacher Association (PTA) general meetings, Executive Board meetings, Quarterly meetings (Chancellor’s Regulation A-660)
- Distribute gift bags and other incentives at PTA general meetings to sustain participation
- Continue School Leadership Team (SLT) meetings, subcommittee sessions focused on school’s Budget/CEP alignment as per the Chancellor’s Regulation Plan (Office of the Chancellor, Nov. 1998)
- Continue to appropriately allocate and use Title I Parent Involvement Funds specifically allocated for parent involvement activities from Central
- Continue to schedule Parent/Teacher conferences as per the NYCDOE calendar and administer the Parent Survey at this event
- Continue to schedule the school based Meet the Teacher Night
- Continue to schedule events such as Game Night, Sports Day, Movie Night, Career Day, Parent Appreciation ELL, curriculum workshops and Basketball Night
- Continue to participate in grant writing opportunities. Continue to offer workshops in Arts & Crafts, Life Skills, Home/Instructional Methods, Curriculum areas to parents
- Schedule teachers to attend PTA meetings on a regular basis
- Collect email addresses of parents to facilitate distribution of parent notifications via email and ‘backpack’ method

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.

PS 104Q will implement the following strategies to assist pre-schoolers transition to an elementary school setting via:

- Intensify professional development specifically for kindergarten grade teachers to improve instruction in writing and phonics
- Implement the Core Knowledge curriculum in grades K-3 to ensure a content based knowledge curriculum
- Utilize the Teacher College Benchmark Assessments to track student progress.
- Provide immediate intervention services for kindergarten students who are admitted to school after September and who have had no prior school experience
- Provide more instructional opportunities for students to develop and improve listening and writing skills

- Continue to train teachers to effectively observe and document reading and writing behaviors
- Continue the writers workshop as a core segment of the balanced literacy block
- Continue staff development for all teachers in individualizing strategies to differentiate instruction
- Provide teachers with techniques to successfully meet the needs of students with different learning styles
- Provide students training in conflict resolution and the skills and tools needed to develop greater tolerance so that they can concentrate on academic skills
- Provide ample opportunities for students to learn to use manipulative and audio-visual materials
- Incorporate cooperative learning situations into instructional time
- Continue to provide mainstreaming opportunities for special education students with general education students in IEP mandated situations
- Continue to provide mainstreaming opportunities for special education students with general education students in non-IEP mandated situations
- Provide increased opportunities for ELL students to have social interaction with general education and special education students to encourage them to develop language skills in an informal setting.
- Provide more intensive and extensive professional development for teachers in the use of instructional strategies to meet the needs of the specialized populations.
- Continue to encourage students to meet and/or exceed their respective performance standards.
- Provide opportunities for students to participate in school literacy based programs such as Annual Literacy Day, Poetry Recitation presentations, and the Dr. Martin Luther King Jr. Oratorical Contest.
- Continue to review and evaluate quarterly student writing samples to assess progress and drive instruction
- Implement the Core Knowledge curriculum in literacy as a springboard for content, vocabulary, literature (non-fiction & fiction) activities across the content areas
- Encourage parents as partners in the education of their children and communicate the expectation that homework is to be completed on a regular basis
- Encourage parents as partners in the education of their children and communicate the expectation that their child should read 20 minutes a day

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.

PS 104Q will:

- a. Continue inquiry team that will select specific assessments that will be used in classrooms for qualitative, formative assessments such as math inventories, Fountas and Pinnell benchmark and running records.
- b. Create an environment of data driven instruction whereby curricula differentiation is part and parcel of daily business in meeting student needs.
- c. Use of the ARIS network in determining how best to meet student needs.
- d. Provide teacher access and professional development in using NYStart, and the NYC Acuity and ARIS.
- e. Disseminate all ATS data to teachers and provide professional development and support in analyzing student data and how to align instruction to that data.

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.

PS 104Q will continue its practice in identifying and servicing at-risk student sin the following manner:

- Review all formative and summative data from the 07-08 school year in all content areas and creation of goals/plans/flexible grouping for all children to best meet needs.
- Conduct initial assessments in September of reading, writing and mathematics from which to create baseline for student achievement.
- Use of interim benchmark assessments to determine student growth. These interim benchmark assessments will be conducted every 6-7 weeks in all areas to measure student growth.
- If a student on any level fails to grow during from one benchmark to the next, academic intervention services will be provided based on another screening that will determine student area of difficulty. See Academic Intervention Services.
- Use of flexible grouping in classroom with curriculum differentiation focus through use of tiered assignments, compacting learning, learning contracts.

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.

PS 104Q will coordinate and integrate all programs housed at and servicing the PS 104Q school community. The staff of PS 104 recognizes that in order to meet the diverse needs of the students and families of the community, the role of the school has to expand beyond traditional definitions of teaching and education. We acknowledge our need to move forward and the necessity of community collaborations.

Programs that we anticipate for the 2009-2010 school year are:

- Rockaway Artists Alliance
- Safe Space OST Program
- Metropolitan Opera House collaboration
- UFT Dial A Teacher program for parents
- The Queens District Attorney’s Office “STAR TRACK” Anti-Violence Program for 5th Graders
- Chess Education
- Leadership Program for students
- Leadership Parent Education Series
- Penny Harvest

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) 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 (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			41862	<input checked="" type="checkbox"/>	Pages 11-23 , 35-43
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			33682	<input checked="" type="checkbox"/>	Pages 11-23, 35-43
Title II, Part A Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – NA – Not Applicable	Federal		<input checked="" type="checkbox"/>				
Title III, Part A	Federal	<input checked="" type="checkbox"/>			15000	<input checked="" type="checkbox"/>	Pages 29-34
Title IV	Federal			<input checked="" type="checkbox"/>		0	
IDEA	Federal	<input checked="" type="checkbox"/>			85795	<input checked="" type="checkbox"/>	Pages 11-23, 35-43
Tax Levy	Local	<input checked="" type="checkbox"/>			3830943	<input checked="" type="checkbox"/>	Pages 11-23, 35-43

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.

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

NA – NOT APPLICABLE

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring – NA NOT APPLICABLE

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

NA – NOT APPLICABLE

All SURR schools must complete this appendix.

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.)
(11)
2. Please describe the services you are planning to provide to the STH population.

PS 104Q includes STH set aside monies within our regularly scheduled Title I SWP.

- 1) Academic programs and educational support services
- 2) Basic/emergency supplies
- 3) Counseling services
- 4) Parental involvement
- 5) Intervention programs
- 6) Transportation once the student is permanently housed
- 7) Outreach efforts to identify the STH population and help them
- 8) Data collection to assess the needs/progress of ST

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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. 104 The Bays Water					
District:	27	DBN:	27Q104	School		342700010104

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6	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	34	35	30		91.3	92.7	90.7
Kindergarten	97	93	120				
Grade 1	105	106	86	Student Stability - % of Enrollment:			
Grade 2	86	105	100	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	94	91	98		89.0	87.7	89.6
Grade 4	61	86	99	Poverty Rate - % of Enrollment:			
Grade 5	91	66	92	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	58	67	33		78.5	92.1	87.3
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		6	17	9
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	3	0
Ungraded	1	1	1				
Total	627	650	659				

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	37	30	45	Principal Suspensions	19	10	23
# in Collaborative Team Teaching (CTT) Classes	45	51	39	Superintendent Suspensions	11	8	17
Number all others	19	21	15				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	56	60	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	9
# receiving ESL services only	26	34	TBD				
# ELLs with IEPs	1	4	TBD	Number of Educational Paraprofessionals	6	6	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	66.1	73.3	89.7
				% more than 5 years teaching anywhere	60.7	61.7	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	88.0	89.7
American Indian or Alaska Native	0.5	0.0	0.0	% core classes taught by "highly qualified" teachers	98.5	100.0	98.9
Black or African American	69.4	67.4	67.7				
Hispanic or Latino	24.4	26.3	26.4				
Asian or Native Hawaiian/Other Pacific	3.7	3.4	3.5				
White	1.8	2.0	2.4				
Male	53.9	53.7	51.7				
Female	46.1	46.3	48.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	39.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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 301	District 27	School Number 104	School Name The Bays Water School
Principal Katie Grady		Assistant Principal Deirdre McShane	
Coach N/A		Coach N/A	
Teacher/Subject Area Lauren Saposnick, ESL		Guidance Counselor Marie Rella	
Teacher/Subject Area Mia Schual, Grade 6		Parent Yessenia Ventura	
Teacher/Subject Area M Powderly, Grade3		Parent Coordinator Gilda Quijije	
Related Service Provider Judy Luckner		Other type here	
Network Leader Joanne Brucella		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	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	661	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	7.56%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1) ELL students are identified through processes as outlined by the NYCDOE. Families of all incoming students are required to complete the HLIS. Our bilingual parent coordinator, Gilda Quijije, assists our non-English speaking parents in completing any entrance paperwork and answering all questions regarding ESL services for their child. The pupil personnel secretary, Janet Powell, alerts our ESL teacher for all flagged Home Language Surveys. Our NYS/NYC certified ESL teacher, Lauren Saposnick, conducts an oral interview with each flagged student. Ms. Saposnick is an English speaker with some Spanish. She is not bilingual. She then tests all flagged students with the LAB-R. Once tested with the Lab-R, all students who qualify are then scheduled for ESL services. All of this occurs within 10 days of admittance. Translation services are available throughout the entire process for families through either in-house translators (Spanish, French) or the NYCDOE Translation Office if a family speaks a language for which no translator is available. In addition to the LAB-R, ELL students participate in formative assessments such as Teacher's College Benchmarking, Acuity exams and the summative NYSESLAT exam. Our certified ESL teacher, Lauren Saposnick, administers the oral language interview, LAB-R exams and NYSESLAT exam. More informal assessments are administered by the classroom teachers and AIS providers.

2) In the fall, all parents/families of ELL students are invited to an informational meeting regarding their right to a program of choice. Letters are sent home via mail and by book bag in the native language explaining their rights to either choose a Transitional Bilingual Program, a Dual Language Program or a Freestanding ESL Program. The meeting additionally explains each of the programs, where they are located and parental right to choose. Parents are given a tear off on the letter sent home and if they attend the meeting, a tear off as well.

3) The process for distribution of entitlement letters is as follows: upon enrollment and immediate flagging of the HLIS, a parent is given a letter in hand regarding the screening process for possible ELLs. This letter is in the parent/guardian's native language. In this letter, information is given regarding the types of programs available if the child is eligible. Parents immediately complete the survey with all admission paperwork. If a child is deemed eligible after screening using the above methodologies, parents are then sent an "entitlement letter" regarding their child's right to services. Parents additionally receive written notice regarding program choice for which they are to sign off. As noted earlier, that informational meeting is held in the fall. Since most of our new admits come to PS 104Q in September, we hold a parent informational meeting with the ESL teacher, Lauren Saposnick, and Parent Coordinator Gilda Quijije. NYCDOE materials are distributed and an informational video is shown. Parents then select their program. If parents are unable to attend the informational meeting, they can select their program via written notice. The ESL teacher collects these program selection notices and they are placed in the cumulative record card. If a child is enrolled after the September informational meeting, the parent is contacted via phone and invited to school for a meeting. If the parent is unable to attend in person, a written notice is given and the parent/guardian makes their selection. Our parent coordinator collaborates with the ESL teacher in following up on Program Selection forms that are not returned. The parent coordinator and ESL teacher will send second and third notices with follow up phone calls if Program Selection forms are not returned.

4) The trend for the 09-10 school year was 100% of families chose to have their children remain at PS 104Q and participate in our freestanding ESL program. This trend has been tracked for a number of years with 100% of families choosing the free standing ESL program since September, 2006. Files are kept by our ESL teacher.

5) Since PS 104Q only offers a freestanding ESL program, selection criteria for a bilingual, freestanding or dual knowledge program does not exist within our school. If parents, however, choose to have their child attend a bilingual or dual language program, we contact that school via email, phone and in writing to expect this child's enrollment based upon parent program choice.

6) For the past five years, 100% of parents have opted for a free standing ESL program. Thus, our services offered are in line with

parent requests. With a full-time ESL teacher there is flexibility to schedule students for a pull out program for mandated ESL instruction without interfering with all other daily academic areas. The numbers of students in our school do not warrant either a Transitional Bilingual Education or Dual Language Program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	43	2	9	7	0	1	0	0	0	50

Total	43	2	9	7	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50
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													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	9	7	5	2	3	3							42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	2		1	2								6
Haitian		1			1									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	13	11	9	5	4	5	3	0	0	0	0	0	0	50

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.

1) ESL instruction is delivered in a pull out model. The program model is a freestanding model where students are in their regular class all day and then are pulled for ESL instruction based upon their level. The literacy program used by the ESL teacher is Balanced Literacy and includes read aloud, shared reading, guided reading etc. The teacher self selects materials based upon the genre of the month model in our school.

2) Since we have only one ESL teacher, the supervisor of ESL reviews the teacher's schedule so that all students receive their mandated minutes of instruction. For example, the beginners and intermediates all receive 360 minutes and our advanced students receive 180. ESL groups are multi-grade when pulled out. All ELL students receive 90 minutes of ELA instruction per day in addition to ESL mandated minutes of instruction.

3) All students receive ELA instruction within the balanced literacy setting. Students participate in read alouds, shared readings, and guided reading. Explicit ESL is delivered by the following methodologies and strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ELLs include: the CALLA book, Rigby guided reading books, picture books, large type books, non-fiction books, fiction books, books across the content areas, Harcourt books, first grade ESL classroom library, third grade classroom library, and Math Matters books. In addition, the ESL classroom is near the P.S. 104 professional development library that houses over 10,000 leveled guided reading books, Making Meaning read aloud kits and a wealth of professional development resources. The ESL teacher uses these materials on an ongoing basis.

4) As with literacy instruction, ELLs receive content area instruction primarily from the classroom teacher, but with additional supports provided during the ESL periods. Our curriculum includes Harcourt math, science and social studies on all grade levels with an infusion of Core Knowledge content. All appropriate ESL methodologies for delivering instruction are included with an emphasis on repetition, facial expressions, gestures, visuals, auditory and tactile tasks. In addition, both the ESL teacher and classroom teachers emphasize the difference between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Where BICS is used heavily in our Beginner groups, teachers focus much more on CALP in our intermediate and advanced groups due to the fact that making content comprehensible to enrich language development is a top priority for our ELL students. PS 104Q pushes those skills required for higher order thinking tasks in both the native language and English.

4) SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency. In addition, the ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English. All SIFE students receive the necessary help via our free standing ESL program. The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech, visuals and analyzing reading material to make it easier to comprehend. The Rigby reading series as well as other appropriate ELL materials are used.

5) Ells in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ESL program, as well as guiding Ells in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the Ells to get the instruction they need to help them succeed.

6) Ells receiving services for four to six years receive ESL instruction according to their levels on the NYSESLAT and ELL periodic exams. The levels of the four modalities: listening, speaking, reading and writing are analyzed. According to the levels of Beginner, Intermediate, Advanced, or Proficient, students then receive the required necessary attention to help them achieve the skills they may still be lacking. The goal is to help Ells achieve English Language proficiency in all modalities. Once the Ells achieve proficiency, they test out of the ELL program and then receive transitional services .

7) Long term Ells are those Ells that have completed six, full years of ESL servicing, receive extra attention basically in reading and writing skills. Having completed so many years in the program, they perform well in listening and speaking. Using the ELL periodic exams and NYSESLAT score, modalities that present challenges to students are those targeted for instruction. We additionally analyze if a learning disability is involved with an ELL child and work with the child using multi-sensory learning and techniques including instructional technology. At times, the second language is used to support concepts and language learning where feasible and necessary. The ELLs are encouraged to acquire English language skills and attain learning standards. The plan for long-term ELLs is to target in on literary areas that need improvement. Instruction is differentiated for all ELLs on the classroom and ESL teacher levels. Teachers drill down on specific needs and create student goals for ELLs centered on those needs. The plan for ELLs identified as having special needs is to consider those needs when planning lessons to teach them more effectively. Giving special education ELLs extra attention helps to increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

8) Ells identified as having special needs require help in acquiring the English language. As with other Ells, the assessment results of the ELL periodic exam, the NYSESLAT and LAB-R help to determine where special need Ells require the most support. IEP goals additionally give insight into the needs of an Special Ed ELL. Between the information from the exams and the annual review/triennial testing for a special needs ELL, these students receive support for their learning disability and language acquisition. Lessons are modified 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

- 5) All intervention available to our general population are also available to our ELL students. Please refer to Appendix 1, Part B for all interventions on all levels in all content areas.
- 6) The PS 104Q plan for transitional support for those ELLs attaining proficiency is to continue providing supports to these students through AIS services. These services listed in Appendix 1, Part B can be either within the classroom level on Tier I or on a Tier 2 level with push in/pull out/afterschool/extended day services.
- 7) For the 10-11 school year, PS 104 plans to host an afterschool program as opposed to a Saturday Academy in that we may draw more numbers of ELL students. Additionally, PS 104 has hired a bilingual parent coordinator in that our school's ELL population is growing.
- 8) We plan on discontinuing our Saturday Academy due to low numbers of ELL students able to attend.
- 9) All notices regarding afterschool programs and supplemental services are translated into native languages and distributed. Equal access is a priority in our school. Additionally, our bilingual parent coordinator spends much time with our OTE parents explaining how the programs work etc. Lastly, our ELLs have equal acces to all programs in that we have ELL students in all classes and are afforded the same opportunities as non-Ells. Our afterschool programs are specifically ELL driven and are inclusive of non-ELL students.
- 10) In addition to all regular school materials being available in both English and Spanish, PS 104 ELL students participate in Achieve3000, a web based reading program. For our beginners, they are able to participate in their native language. Other students on the intermediate and advanced levels participate in English. We additionally have ELLIS and EAROBICS software on computers in classrooms to support acquisition of English. The materials used to support ELL language acquisition are Harcourt math, science and social studies with some Core Knowledge content..
- 11) Native language support is delivered in our ESL program through materials and software as noted in #10.
- 12) All required services support and resources align with ELL student ages and grade levels.
- 13) For the students identified as Ells enrolled prior to the beginning of the school year, PS 104Q hosts an orientation meeting for parents and children. Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. Rarely do we have ELL children list noticed from Pre-K programs in the area.
- 14) PS 104 does not offer language as an elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) The ESL teacher participates in Network 301 monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs etc.

2) ESL professional development for speech teachers, OT/PT, school psychologist and social worker is conducted by their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers and teachers are given professional development in house by our Assistant Principal in charge of ESL, Deirdre McShane, and our ESL teacher, Lauren Saposnick for a total of 7.5 hours. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, The ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional development meetings will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the Network ELL staff on both compliance and instructional issues. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.

October - BICS and CALP - Different approaches for specific language acquisition

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

February - Total Physical Response: What is it? How does it Help the ELL Student?

March - Working with ELL Families

April - ESL and the Content Area

May - NYSESLAT Test preparation

June - A Year in review: How to measure an ELL student's growth over a year.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs..

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our family worker is bilingual and is the primary contact for our Spanish speaking population which constitutes 5.5% of our school population.

Training for ELL parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Parent Coordinator/Family Assistant school based workshops

- Leadership Program Parent workshops
- Cornell University Nutrition Workshop series
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
- Continue the circulation of the Pre K Parent Newsletter and Parent Coordinator Newsletter/Calendar in English and Spanish
- Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

In addition to all of the above, translations services are offered within the school: 8 staff members who can translate Spanish, 1 staff member who can translate French, in house translation to Spanish, use of NYCDOE Translation Services.

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)	6	5	5	1	1	2	1							21
Intermediate(I)	0	5	3	2	2	1	2							15
Advanced (A)	7	1	1	2	1	2	0							14
Total	13	11	9	5	4	5	3	0	0	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3			4
4		2			2

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1				2				3
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				

New York State Regents Exam

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

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

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

fact that many of the students who come to PS 104 are not literate in their native language. For those who are, their progress moves even faster.

2) The data pattern across proficiency levels shows us that our children are learning most especially in the area of mathematics which is a common language for both ELL and non-ELL students. We find that once the students are in this country for approximately one year, we see that they are definitely growing in listening and speaking. This is due to the fact that our staff works closely with students in building vocabulary. Reading/writing are the most challenging areas of growth for our students due to the fact that the students are not literate in their first language.

3) The instructional program is affected by the results in that we have increased our use of ESL methodologies in meeting the needs of all learners. We find that when these strategies are used in the general classroom on a daily basis the student acquires proficiency in English faster. We additionally have opted to purchase more software that support language acquisition for our ELL students. This helps the ELL child transition in a classroom better in that there is a structured, independent approach that helps the child and allows the teacher to examine the data as a result. This data examination supports a teacher in planning next steps for the ELL child.

4) Same as in question # 3.

5) N/A

6) Since we only have a freestanding ESL program at PS 104, we look to see which classes and students showed the most progress as ELLS. We additionally ask for parent surveys, teacher observation and number of children meeting promotional criteria.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		