



P.S. 105 THE BAY SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 105 THE BAY SCHOOL
ADDRESS: 420 BEACH 51 STREET
TELEPHONE: 718-474-8615
FAX: 718-474-8841

TABLE OF CONTENTS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010105 **SCHOOL NAME:** P.S. 105 The Bay School

SCHOOL ADDRESS: 420 BEACH 51 STREET, QUEENS, NY, 11691

SCHOOL TELEPHONE: 718-474-8615 **FAX:** 718-474-8841

SCHOOL CONTACT PERSON: LAURIE SHAPIRO **EMAIL ADDRESS** LShapir@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Theresa Pepe

PRINCIPAL: LAURIE SHAPIRO

UFT CHAPTER LEADER: Theresa Pepe

PARENTS' ASSOCIATION PRESIDENT: Pattie Brown

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** CFN 309

NETWORK LEADER: PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

SUPERINTENDENT: MICHELE LLOYD-BEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Laurie Shapiro	Principal	Electronic Signature Approved.
Theresa Pepe	UFT Chapter Leader	Electronic Signature Approved.
heather Russo	UFT Member	Electronic Signature Approved.
iris Heidingsfelder	UFT Member	Electronic Signature Approved.
Sabrina Collins	DC 37 Representative	Electronic Signature Approved.
Pattie Brown	PA/PTA President or Designated Co-President	Electronic Signature Approved.
shy collins	Parent	Electronic Signature Approved.
mekeba davis	Parent	Electronic Signature Approved.
inocencia tolbert	Parent	Electronic Signature Approved.
eva marin	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our school began its journey toward meeting the needs of our students when we were identified as a School Under Registration Review by the New York State Department of Education in 1998-99 school year. At that time, students reading on or above grade level was 8.8%. Students on or above grade level in math was 10.2%.

<!--[if !supportEmptyParas]--> <!--[endif]-->

This is our third year as part of the CFN Network. Core Knowledge themes have been integrated from Kindergarten to Grade 5 curriculum. <!--[if !supportEmptyParas]--> <!--[endif]-->

We have completed our third year of reorganization as a PreK-Grade 8 school in June 2010. Every middle school classroom has a Smartboard and laptop cart that is used for interactive instruction. To enhance our arts program we added an additional music teacher whose focus is on the middle school students. Art and music teachers are assigned to work with Core Knowledge classes to develop the three modes of knowledge in the arts; creative, analytical and historical.

<!--[if !supportEmptyParas]--> <!--[endif]-->

Our Physical Education curriculum is a comprehensive developmental program focused on the education of the whole person by providing our students with learning situations which encourage both individual and social growth through fitness, team sports and cooperative activities. We strive to sustain a lifelong pattern of regular physical activity which leads to a healthy, productive and self-fulfilling life. We have incorporated co-ed teams in volleyball, track and field and basketball which are competitive with other schools in the area. <!--[if !supportEmptyParas]--> <!--[endif]-->

Our ELL and Special Needs population increased during the past four years. We have a full-time ESL teacher who provides support to students. After analyzing our data we redesigned our Extended Time and grouped our ELLs with either the ESL teacher, our two foreign language teachers or our art teacher who is proficient in Spanish. Also, classroom organization supports ELLs throughout the day in a concentrated push-in implementation by ESL and specialists.

<!--[if !supportEmptyParas]--> <!--[endif]-->

We are proud that our school has been in good standing for the past six years. The road to our continued success of improved student achievement was paved through our intensive and ongoing professional development. This year, however, opportunities for professional development are constrained but take place in a variety of ways. Since we no longer had mandated professional development, we offered professional development to the staff via faculty conferences, grade conferences, study groups, and after school per session to continue to support our students to meet high levels of achievement in ELA and Math. We believe and support our school mission statement:

to utilize all available resources to prepare all students to meet high, quality, challenging standards of excellence.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 105 The Bay School								
District:		27	DBN #:		27Q105	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		35	36	35			90.2	92.2	TBD	
Kindergarten		92	76	95						
Grade 1		104	116	106	Student Stability - % of Enrollment:					
Grade 2		113	110	117	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		85	101	101			89.6	87.22	TBD	
Grade 4		97	87	106						
Grade 5		97	87	96	Poverty Rate - % of Enrollment:					
Grade 6		97	97	88	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		86	102	97			79.5	79.5	92.3	
Grade 8		88	76	108						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			21	88	TBD	
Grade 12		0	0	0						
Ungraded		1	0	3	Recent Immigrants - Total Number:					
Total		895	888	952	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							10	9	10	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		43	49	40	Principal Suspensions		150	237	TBD	
# in Collaborative Team Teaching (CTT) Classes		26	32	46	Superintendent Suspensions		21	19	TBD	
Number all others		51	45	36						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	62	59	71	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	11	Number of Teachers	75	79	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	16	TBD
				Number of Educational Paraprofessionals	8	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	58.7	68.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	52	55.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	95	TBD
American Indian or Alaska Native	0.6	0.6	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.7	94.9	TBD
Black or African American	67.4	65.7	61.3				
Hispanic or Latino	29.2	29.6	34.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.9	2.2				
White	1.4	1.8	1.7				
Multi-racial							
Male	49.9	50.6	51.2				
Female	50.1	49.4	48.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	84.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	45.5	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our staff (administration and teachers), studied data which included the strengths and weaknesses of our students in Mathematics, Science, and English Language Arts. Our bi-monthly "Data-Chatta" meetings evaluated student performance through information gleaned from teacher observations, unit tests, progress-folios, inventory assessments, baseline studies, TC running Records, ECLAS 2, Voyager Passport benchmarks, results of the NYC Acuity assessments, and NYS standardized test results.

We evaluated the strengths and weaknesses of our school's educational programs regarding student's performance trends and other indicators of progress. We noted that our Mathematics results across the grades demonstrated severe difficulties in oral and written responses. After an analysis of student writing in Grades K - 8, we noted that the students demonstrated tremendous writing deficiencies.

English Language Arts Results

In Grades K-2, a summary of ECLAS 2 and EPAL and teacher unit tests in grades K-2 demonstrated that in ELA our students were strong in phonemic awareness and phonics but needed support in writing, vocabulary, and reading comprehension strategies. However, teachers noted that the Special needs student sub-group made slower progress than the general educational population.

Our 2010 ELA fourth grade results indicated an increase in Level 1 students by 16% and an increase in Level 2 by 30%. We had a decrease in Level 3 by 44%. No students scored at Level 4. Students with disabilities decreased in Levels of performance by 33%. Our ELLs decreased by 13%. Also, fourth grade students needed more support in the skill which uses specific evidence from stories to identify themes, describe characters, their actions and their motivations, and relate a sequence of events.

Our 2010 results in Grade 7 indicated an increase in Level 1 students by 18%, as well as, an increase in Level 2 students by 28%. There was a decrease in Level 3 students by 48% and no Level 4 students. Our Special Needs and ELL students did not score at Level 3 or above. Seventh graders needed further support to effectively recall significant details and describe the relationships between and among them.

Writing

An analysis of baseline samples and writing rubrics from September 2009 - May 2010 indicated an improvement in student writing mechanics, however, the quality and quantity of student writing did not meet state standards according to measures used. A study by administrators and teachers of writing portfolios resulted in the decision to focus on Writing for the school year

Science

An analysis of the fourth grade NYS Science exam indicates that in the past four years 2006-2009 there has been an increase in the mean scale score, an increase of 3% on multiple choice, 4.8% on extended response and a 4% increase in performance tasks.

Mathematics

To summarize our findings, our school has recognized an extreme drop in student performance levels in Mathematics, especially our students with disabilities sub-group. Thus, we have selected Mathematics as one of our major areas of concentration. A summary of math inventories in Grades K - 5 demonstrated that students needed support in solving word problems and number sense.

Parental Involvement

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, students with disabilities subgroup will improve their Mathematics performance by 5% as measured by the New York State Assessment.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> <input type="checkbox"/> By June 2011, the Special Needs student group will demonstrate progress towards achieving state standards by 5% as measured by the New York State ELA assessments.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> June 2011, 100% of teachers in grades Prek-Grade 8 will implement at least one new ELL strategy for ELA as measured by formal and informal observations of classroom instruction monitored by supervisors on a regular basis.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> . By June 2011, 30% of students in grades K – 3, will make at least one year’s progress in the quality of standards-based writing as measured by three baseline samples (September, January, and May) and writing rubrics for six finished pieces.	<input type="checkbox"/> The students will increase their aptitude in writing by 30% as measured by baseline samples and rubrics.

SECTION VI: ACTION PLAN

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

Subject Area

Math

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, students with disabilities subgroup will improve their Mathematics performance by 5% as measured by the New York State Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> From September 2010 to June 2011:</p> <p>Continue full implementation of balanced mathematics prototype core curriculum, including providing interim assessments, mathematics pacing calendars, appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to sustain their AMO. Current strategies for improving instruction and student performance in mathematics include an increase of instructional time to a minimum of 50 minutes per day (five periods of mathematics instruction). Everyday Mathematics will continue in grade K - 5 and a new Math series which will be determined for middle school.</p> <p>The math prototype utilizes the grade specific Mathematics Program with its experiential approach, which consists of: Problem of the Day, modeled, strategic problem solving, guided practice, full outfitted mathematics classrooms which included manipulatives, graphing calculators and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving, mathematics word walls, and teacher/student mathematics conferences. This program, supplemented with Math Steps to support basic computational skills to support mathematical test sophistication, will provide students with a “balanced”</p>

approach to mathematics. In addition, this comprehensive approach, along with interim assessments, the Knowledge Network mathematics pacing calendars, and the reduction of class size, will enable the school to achieve its instructional mission. Students will be given three interim assessments from Princeton Review in mathematics. Each student will further receive two practice

standardized tests in mathematics and two under testing conditions.

Students in grades K-2 will receive an hour of math instruction daily.

Students in grades 3-5 will have 50 minutes of mathematics instruction each day.

Students in grades PreK-5 will be using the Everyday Mathematics program. Everyday Mathematics, developed by the University of Chicago School Mathematics Project, is a standards based hands on mathematics program.

Budget pending, after-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in mathematics. A Saturday Math Institute pending budget will include approximately 6 Saturdays to support skill acquisition for low performing students will be implemented. The Saturday Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified mathematics skills. Teachers will work to provide students with Math skills and test prep on planned Saturdays,

ETS will offer a 37 ½ minute small group instruction for all students in Grades 3-8.

In addition to the program described above, the following will continue to be implemented in Grades 3-8:

An AIS teacher will provide small group instruction to “at-risk” students in Grades 3-8.

After-school program (contingent on funding) will continue to work with “at-risk” students in Grades 3-6.

The Mad Math Minute continue will in Grades 1-8 to build basic math facts.

Expand the 100th Day Math Celebration.

Continue use of Number of the Day.

Continue use of in-house and district assessments.

Use of interactive word walls

We will provide our parents and their children with concrete activities such as: preparing menus, estimation, read alouds, calendar math, math in our world and recipe math.

The librarian will integrate literacy in math lessons

V math intervention which is an on-line program will be used to target Level I and Level II students who are struggling in math.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>SWP, NYSTL, Tax Levy, Title ISWP, Title I ARRA, Title II A Supplemental, CFE, Classroom teachers, Teacher Center Specialist, Paraprofessionals.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Intervals and instruments used to measure student performance are: <!--[if !supportEmptyParas]--> <!--[endif]--> November 2010, January 2011, March 2011 – NYC Periodic Assessment</p> <p>Ongoing indicators of progress are – Chapter and Unit Tests, portfolios, formal and informal teacher observations, student and parent conferences and Data Team Inquiry findings for our target group.</p> <p>We project an 8% gain in student achievement in math.</p>

Subject Area
 (where relevant) :

Special Needs/ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/>By June 2011, the Special Needs student group will demonstrate progress towards achieving state standards by 5% as measured by the New York State ELA assessments.</p>
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Action Plan

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

☐ From September 2010 to June 2011:
<!--[if !supportEmptyParas]--> <!--[endif]-->

All K-4 students in self-contained and inclusive classrooms will utilize the SRA Imagine It! Reading Program with a high emphasis on the intervention and reteach components of the program. This will be conducted using a differentiated instruction model at least four times per week.

<!--[if !supportEmptyParas]--> <!--[endif]-->

The Voyager Ticket to Read computerized program, which supports all special needs students on an individualized, self-pacing basis, is available in each classroom. (budget pending)

<!--[if !supportEmptyParas]--> <!--[endif]-->

In September 2010, Achieve 3000, a computerized reading program, will be available to special needs students. This program seeks to build comprehension skills for struggling readers.

<!--[if !supportEmptyParas]--> <!--[endif]-->

An AIS teacher will be assigned to support the Special Education student needs, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.

<!--[if !supportEmptyParas]--> <!--[endif]-->

Improved literacy instruction for Special Needs students will be achieved through the implementation of best educational practices will involve a similar literacy prototype for reading and writing workshop, as well as the Core Knowledge Curriculum. All Special Needs students are involved in the entire school's activities, curriculum and programs. They are offered the opportunity to be part of our ETS program and after-school programs in grades 3-8.

<!--[if !supportEmptyParas]--> <!--[endif]-->

	<p>Teachers of special needs students follow the balanced literacy and math prototype. Those students in Grades K-3, have been introduced to the Imagine It! Reading Program. This year grade 4 will be added to the Program. We will continue to support special needs students through the Imagine It intervention program. The Core Knowledge Curriculum has been implemented in Special Needs classrooms in Grades K-5. Students are expected to maintain a progress folio in math and ELA. Teachers and paraprofessionals are involved in small group differentiated instruction to meet the students' needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I SWP, Title I ARRA SWP, Title IIA Supplemental, Tax levy, Classroom teachers, F/Status Literacy Coach, Instructional supervisor, Early Intervention Teacher, AIS Teacher, IEP Teacher, Teacher Center, RobinHood Librarian, Paraprofessionals, Clusters.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Intervals and instruments used to measure student performance are: <!--[if !supportEmptyParas]--> <!--[endif]--></p> <p>November, January, March 2011 – NYC Periodic Assessment</p> <p>November, January, March 2011 – ECLAS 2</p> <p>January 2011– EPAL</p> <p>May 2011 – NYS ELA Assessment</p> <p>September, January, May – Writing samples</p> <p>April, May – NYSESLAT</p> <p>Ongoing indicators of progress are – Imagine It! Benchmarks, Lesson Assessments and Unit tests, Voyager Benchmarks and Lesson Assessment, running records, formal and informal observations, SRIs, portfolios, teacher observations and tests, student and parent conferences and Data Team Inquiry findings for our target group.</p> <p>We project a 5% gain in student achievement in ELA for ELLs. A periodic review of IEPs will</p>

Supervisors will visit classrooms monthly to observe classroom instruction using the strategies.

Meet with teachers once a month and provide professional development in ELL strategies, and how the use of data from Periodic Assessments/classroom assessments, Imagine It benchmarks (in grades K-3), should drive instruction.

Have one class on each grade comprised of ELLs so that the ESL teacher can push-in and work collaboratively with the classroom teacher.

Provide additional personnel for those classrooms for small group instruction. AIS staff members will be assigned to the grades.

In grades K-4 utilize the ELL component of the Imagine It! program.

In grades 5 - 6 provide Voyager AIS program for the ELLs.

In grades 7-8 provide additional strategies.

During ETS group ELLs and provide small group instruction.

Increase resources in classrooms using Title III monies.

F/Status Literacy Coach, Teacher Center Specialist, Classroom Teachers Professional Development:

Monthly, Regional Principals' and Assistant Principals' Conferences: Monthly conferences will be conducted in order to provide high quality professional development in all of the NYCDOE and regional initiatives in Literacy.

Monthly Principals Cohort Meetings: These meetings will be to provide ongoing curriculum instructional planning sessions for 2009-2010 to identify needs of the schools' staff and to provide professional development in all of the necessary areas of instructions.

by the school's professional development team. Teacher Center Specialist will facilitate Professional Development in Core Knowledge Curriculum.

Tentative topics for specific workshops include:

Alignment of standards to curriculum areas in

ELA strategies for ELL

Social Studies and the ELL learner

	<p>Fine Arts and the ELL learner</p> <p>Music and the ELL learner</p> <p>Using data to differentiate instruction</p> <p>Progress folios and how they help us measure student growth in educational levels</p> <p>New York State guidelines for testing administration</p> <p>Reports to parents in home language</p> <p>ECLAS 2</p> <p>Core Knowledge implementation</p> <p>Summative and formative assessment</p> <p>Classroom management</p> <p>Imagine iT! FOR E LLS Achieve 3000</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I <input type="checkbox"/> SWP, Title III, Tax levy, Classroom teachers, F/Status Literacy Coach, Teacher Center, RobinHood Librarian, Paraprofessionals, Clusters, ESL teacher, AIS teacher.</p>

	<ul style="list-style-type: none"> • During monthly common planning time, The Literacy Coach, Teacher Center Specialist, AP, and Inquiry Team members, will use Joseph McDonald’s Tuning Protocol to look more closely at student writing. • Writing rubrics based on the Six + 1 Traits of Writing will be used to assess student work . • Classroom teachers will utilize The First Hand Units of Study along with The Imagine It! Reading Program’s writing unit to teach writing during Workshop time. <p>followed.</p> <ul style="list-style-type: none"> • Writers Notebooks for all K – 3 students will be utilized by all students. • A 50 minute/5 days per week writing block will be implemented for every grade in Writers Workshop. • After-school study groups, conducted by the Teacher Center Specialist will focus on the: <ul style="list-style-type: none"> Ø Writing Standards, Ø Writing Process, Ø Understanding the Traits of Writing, Ø Using Mentor Texts to Teach Writing, and Ø Crafting a Piece of Writing□
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I SWP, Tax levy, <input type="checkbox"/> Refinement of Writers Workshop will be done by classroom teachers, the Literacy Coach, Teacher Center Specialist, and AP. Carl Anderson, consultant from Literacy Support Systems, will be conducting the in-class professional development.</p> <p><input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> During the Principal’s Data Chatter meetings, classroom teachers, along with the Principal and AP will analyze student work and conference notes, and other related data on writing.</p> <ul style="list-style-type: none"> • Teachers and OTPs will participate in Monthly common planning time. • Formal and informal observations and weekly snapshots will be conducted to look at Writers Workshop. They will specifically look at the quality of students’ writing in the Writers’ Notebook and finished pieces.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	20	N/A	N/A	5		2	
1	31	20	N/A	N/A	6		2	
2	38	20	N/A	N/A	5		2	
3	25	15	N/A	N/A	9		1	
4	39	12	3		4		3	
5	25	16	30		2		2	
6	32	24		10	12		4	
7	28	26			10		1	
8	18	15	20	15	20		3	
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Voyager –Passport – for Grades Kgn – Grade 6- small group for 30 minutes daily IMAGINE IT – Intervention program Kgn- Grade 3 Grade 7 – three classes using Journeys program Grade 6 -8 – two periods per week for test prep Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)
Mathematics:	<input type="checkbox"/> Voyager Grades 3-6 – small group 30 minutes daily Grade 6 -8 – two periods per week for test prep Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)
Science:	<input type="checkbox"/> Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)
Social Studies:	<input type="checkbox"/> Afterschool – 3 days a week for one hour (budget permitting) ETS – small group instruction Saturday School – 12 times for 3 hours each session (budget permitting)

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Provide a supporting atmosphere for students with issues in self-esteem, attendance, bullying and child abuse.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Provide a supporting atmosphere for students with issues in self-esteem, attendance, bullying and child abuse.
At-risk Health-related Services:	<input type="checkbox"/> Provide Open Airways in association with the American Lung Association.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-8

Number of Students to be Served:

LEP 85

Non-LEP N/A

Number of Teachers 2

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□ There are currently 85 ESL students at P.S./M.S. 105Q. Students currently serviced are in grade levels K-8. The students are serviced in an ESL English only program. They are served in groups according to grade level. Beginning ESL students are served 360 minutes per week. Intermediate students are served 360 minutes per week. Advanced students are served 180 minutes per week. The amount of time they are served daily depends upon the group that the child is in. The ESL program runs for the entire school academic year. Every ESL child is serviced daily.

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The service provider is a licensed ESL provider according to state mandates. The service provider chooses the program model and instructional materials she uses based upon the needs of her student population. The work is data driven pursuant to scores on the LAB-R and the NYSESLAT. The data indicates that the students mostly fall in the advanced level. In order to continue supporting the needs of the ESL students at P.S./M.S. 105Q there is continued emphasis on listening, speaking, reading and writing. Activities include reading programs, role play, drama as well as writing activities to ensure that the ELL students' needs are met. Voyager remedial reading programs as well as math programs are being used.

P.S./M.S. 105Q has a full time certified ESL teacher on staff to best meet the needs of the ESL population. Classroom teachers work collaboratively with the ESL teacher and parents to ensure that they best meet the needs of the ESL students.

P.S./M.S. 105Q prides itself on providing rigorous professional development for its staff members. All teachers are kept informed of professional development opportunities focusing on language development.

PS/MS 105Q offers an after school program for ELL students. The program is on Monday, Tuesday and Wednesday for 1 hour each day. There are currently 6 teachers and 1 supervisor; working with approximately 60 students; with each teacher having a group of 12. There are five teachers licensed in common branches and one certified ESL teacher that will push into these classes to team teach and support the ELLs. The program will be running for approximately 10 weeks, beginning January and ending in April. Students are invited to attend and work with other students, on their grade level, on various literacy based activities. Rather than direct instruction that they receive throughout the day, the students work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities. In the primary grades, the teachers may base their projects on daily or weekly read alouds; while the intermediate grades may have chapter books and chapter activities and projects. This program affords both the students and teachers to engage in a hands-on, fun approach to literacy and math, while reinforcing the skills necessary to further their knowledge of the English language. Supplementary materials to be purchased with Title III funds are: Voyager to build speaking, listening, reading and writing skills.

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School trips are planned on Saturdays and holiday weeks, so that as many parents can attend as possible. The school has taken children and their families apple picking, pumpkin picking, and overnight trips to Washington D.C and Baltimore, Maryland. After school, parents have also been invited to attend the Poetry Café, Thanksgiving Luncheon, Winter Holiday Show, PS/MS 105 Talent Show, the GED Program and a Mother's Day Celebration.

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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.

□ The professional development mainly focuses upon the four modalities tested on the NYSESLAT, listening, reading, writing and speaking. Staff members are educated as to the various assessments that are given to all ESL students including LAB-R and interim assessments. After receiving this in-house training the teachers are put into teams to review what they have learned. They are also expected to brainstorm ways to best meet the needs of ESL students. The goal at P.S./M.S. 105Q is to ensure that the students learn in a safe, nurturing environment where they are valued. Teachers who receive top-notch professional development will ensure that will happen. This year's workshops include:

<!--[if !supportLists]-->• <!--[endif]-->November 4, 2010 – Suggestions for Supporting K-12 ELL instruction

<!--[if !supportLists]-->• <!--[endif]-->December 2, 2010– Successful Schooling for ELL Students; Building Responsive Teaching and Learning Environments

<!--[if !supportLists]-->• <!--[endif]-->January 6, 2011 – Vocabulary Strategies

<!--[if !supportLists]-->• <!--[endif]-->February 3, 2010 – ESL in the Content Areas

<!--[if !supportLists]-->• <!--[endif]-->March 3, 2010 – ESL and Writer's Workshop

<!--[if !supportLists]-->• <!--[endif]-->April 7, 2010 – Preparing for NYSESLAT

<!--[if !supportLists]-->• <!--[endif]-->May 5, 2010 – Testing Strategies for Standardized Exams

Section III. Title III Budget

School: 27Q105
 BEDS Code: 342700010105

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	10546.50	<input type="checkbox"/> After School Program 6 teachers x 20weeks x two days a week x one hour a day x 49.89 = \$11973.60. 1supervisor x 20weeks x two days a week x 1 hour x 52.21 =\$2088.40 11973.60 + 2088.40= 14062.00
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4453.50	<input type="checkbox"/> Supplementary ELA and Math materials SRA Imagine It! ELL component including consumables
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A

TOTAL	15000	
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The School Leadership Team along with the Parent Coordinator and PA President conducted interviews of parents and reviewed letters, calendars and meeting minutes to determine the nature and frequency of communication with caretakers noting the use of home languages. We also reviewed results of the Learning Environment Surveys. The Parent Coordinator along with administrators interviewed parents and staff to determine oral translation needs during planning of school wide, grade and classroom activities.

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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.

After gathering this information, it is recorded and maintained in several ways. The home language is noted in ATS at the time of registration as based on the HLS. When parents fill out the emergency cards during registration, students whose parents do not speak English are flagged with stickers so that if contact needs to be made home, the proper resources are used. This includes the use of an interpreter and/or written translation services.

The results of our assessment are as follows:

From the 62 students that speak Spanish, there are 17 parents who speak Spanish requiring oral translation services and written translations

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1 student speaks Chinese (Cantonese) 1 parent speak Chinese – needing oral and written translation services

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4 students speak Haitian-Creole – there are 2 parents that need translation services

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Of the 4 students that speak French, 2 parents needs oral and written translation services.

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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.

All letters, memos, calendars and meeting minutes that are sent home are translated into the necessary home languages noted in the translation needs assessment. A staff member will provide these translation services as the need arises to translate into the required language. The DOE Office of Translation Services is consulted and used when needed. Translated copies of all documents to go home are given on the same day as the English letters are given to the rest of the school. This ensures that the parents of all students receive any and all notifications on the same day.

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.

A staff member or parent volunteer will be present as need arises to translate into the required language during mandated parent-teacher conferences and any other occasion where caretakers and staff have opportunities to discuss student progress and or concerns. The school has members on staff that speak Spanish and French.

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. Written parental notification in a student’s native language is provided
- b. Spanish speaking staff members make or receive phone calls
- c. Students who speak Spanish serve as translators.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$647,564.00	\$24,089.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6476.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,379.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,564.00	*	

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

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

N/A

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

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

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

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

PS/MS 105 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

Mission Statement: The mission of PS/MS 105 is to utilize all available resources to prepare all students to meet high quality, challenging standards of excellence.

I. General Expectations

PS/MS 105 agrees to implement the following statutory requirements:

- o 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.
- o 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.
- o The school will incorporate this parental involvement policy into its school improvement plan.

o 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.

o 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.

o The school will support CSD 27 District Title I Parent Involvement Policy

o The school will encourage parent participation in district-wide events and activities

o 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:

o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

쫐뺆 that parents play an integral role in assisting their child’s learning;

쫐뺆 that parents are encouraged to be actively involved in their child’s education at school;

쫐뺆 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.

Mission Statement: The mission of PS/MS 105 is to utilize all available resources to prepare all students to meet high

quality, challenging standards of excellence.

쫐뺆 The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource

Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/MS 105 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by November 30 of each year in order to adopt this policy.
2. PS/MS 105 will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
 - The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
 - The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
- o The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

o This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.

- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school. 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.

• PS/MS 105 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs:

o With the guidance and support of the school, family members can assist their children with homework and other school related activities.

Our school will encourage parents to join the Parent Association (PA), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, educational family outings).

o The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs.

• The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

o the State's academic content standards

o the State's student academic achievement standards

o the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress,

and how to work with educators: Through workshops, conferences, classes, including any equipment or other materials that may be necessary to ensure success.

- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend morning

meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings.

Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

o Through the efforts of the Parent Coordinator and the PA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by November 30, 2009.

- School publications (i.e. pamphlets, parent handbook and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.

- The school calendar will be disseminated each month in English and Spanish by back pack to all parents, one week before the start of the month.

- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc.

School Visitations

Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PA and SLT meetings (monthly)
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development:

PS/MS 105 and CSD 27 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

Professional Development is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

Professional Development is provided for parents at District 27 annual events and activities.

ELL Professional Development: City-wide and Regional ESL/Bilingual events and activities 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.

Students with disabilities/Professional Development: City-wide, Regional and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

PS/MS 105 will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. PA/Title I representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, and SLT for the best involvement and outreach of parents in the school community.

PS/MS 105 will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

Responsibilities of the Title I Parent Advisory Council

In order to maintain the effectiveness of PS/MS 105 Title I Parent Involvement Policy the Parent Association of the school will support and uphold the contents of the school and district parent involvement policy.

Attend monthly school and district meetings.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Pattie Brown, PA President This policy was adopted by PS/MS 105 on 11/24/2009 and will be in effect for the period of 1 year. The school will distribute this policy to all parents (upon request) of participating Title I, Part A children on or before November 30, 2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

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.

N/A

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.

An analysis of all available hard and soft data by grade conducted by teams of teachers, administrators and Literacy Coach and Teacher Center Specialist will take place to identify strengths and weaknesses by class and grade wide. Instructional strategies that are scientifically-based will be implemented to meet the needs of the children.

2. Schoolwide reform strategies that:

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

Through Balanced Literacy block, children will be given instruction to meet their needs on their instructional level. Reduced class size, after school and Saturday programs along with small group instruction will provide all children to meet the State's proficient and advanced levels of academic achievement. Differentiated interventions will be used and matched to the needs of children. Use of technology programs such as Achieve 3000 for selected grades and Classroom Inc for upper grade and Ticket to Read for grades 2-8 will offer individual opportunities for children to achieve academic success.

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.

See above.

- o Help provide an enriched and accelerated curriculum.

See above.

- o Meet the educational needs of historically underserved populations.

See above.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See above.

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

See above.

3. Instruction by highly qualified staff.

Wherever possible, all recruited teachers will be appropriately certified. Where they are not we will monitor their progress through principal counseling, administrator support and Teacher Center technical assistance.

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.

The school has developed a plan of professional development activities to take place at the school level centered around literacy and math, looking at student work, analyzing data to drive instruction and formation of study groups using current research to refine instructional strategies.

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

Principal in collaboration with the CFN Personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principal in collaboration with the CFN Personnel Manager and Liasons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

In addition, the CFN in collaboration with the Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master’s degree.

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

Parent Coordinator in collaboration with the CFN's initiatives will plan and coordinate events to increase parental involvement. Such events will focus on bridging the gap between school and home. Workshops will be centered on educational concerns, health care and financial planning.

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.

In order to achieve smooth transition, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children and parents form Community Based Organization, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

<!--[if !supportEmptyParas]--> <!--[endif]-->

Ongoing Communication for Staff

- Establish a community-wide PreKindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all PreKindergarten programs
- Invite staff of the preschool and kindergarten programs to participate in exchange visits
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices
- PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors
- Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to express them to what will come next

Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide PreKindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year.

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals to attend parent meeting and discuss the kindergarten program, role of parents in the school and to answer any other questions. It is a good idea to include family assistant and parent coordinators that can translate the information during the meeting

- Invite parents who have already had children transition to kindergarten to talk about their experiences to the parents of the incoming group
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.
- During PreKindergarten Parent Advisory Meeting discuss kindergarten curriculum and expectations.

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.

Through faculty and grade conferences teachers will be provided the opportunities to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used.

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.

<!--[if !supportLists]-->• <!--[endif]-->Extended Time, four 37 ½ minute sessions will take place for those identified as “at-risk” students

<!--[if !supportLists]-->• <!--[endif]-->Budget pending program immediately following for already identified “at-risk” students

<!--[if !supportLists]-->• <!--[endif]-->Budget pending Saturday program will be designed and students who are “at-risk” will be invited

<!--[if !supportLists]-->• <!--[endif]-->Budget pending – reduced class size in Grades 1-8

<!--[if !supportLists]-->• <!--[endif]-->Three AIS teams will be established budget pending to service K-2, 3-5, 6-8

<!--[if !supportLists]-->• <!--[endif]-->Use of RobinHood Library for research, independent reading

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.

The following funding sources will be consolidated as part of the school's SWP program; Schoolwide program in support of the school's educational plan include: Title I, C4E, Tax Levy, Early Grade Class Size Reduction, Professional Development, IDEA. Coordination of the above will allow us to supplement the school's SWP focus on Literacy and Math. This will enable the school to support all students with services in reading and mathematics, technology by providing additional small group instruction, reduced class size wherever possible in grades 4-8, provide additional support for "at-risk" children, enhance our technology program. The allocation will provide us with additional paraprofessionals and teachers to work with small groups of children in K-8 using the Voyager Passport, Journey. Supplemental materials will be purchased to further support and assist in remediation.

<!--[if !supportEmptyParas]--> <!--[endif]-->

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$647,564	True	Goal 1, 2, 3, 4
C4E	State	Yes			92,563	True	Goal 1, 2
Title I, Part A (ARRA)	Federal	Yes			24,089	True	Goal, 1, 2, 3, 4
Title II	Federal	Yes			404,007	True	Goal 1, 2, 4
Tax Levy	Local	Yes			\$4,167,266	True	Goals 1, 2, 3, 4

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

12

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

Services for the STH population are ETS, at-risk guidance, at-risk social worker, parent outreach coordinator who supports parents who contact her with issues and helps with student social and educational adjustment to our school. Our AIS guidance counselor works closely with parent or guardian to align transportation for student and school needs. We also offer Saturday school and after school programs (budget pending) for those at-risk students

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_27Q105_102710-093001.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 309	District 27	School Number 105	School Name The Bay School
Principal Laurie Shapiro		Assistant Principal Laura Alicea	
Coach Iris Heidingsfelder		Coach Rachel Hayden	
Teacher/Subject Area Joanne Fosse / Spanish		Guidance Counselor Susan England	
Teacher/Subject Area Marjory Faber / Writing		Parent Makeeba Davis	
Teacher/Subject Area Thomas Kreiger / S.S.		Parent Coordinator Alla Nesmith	
Related Service Provider Iolanda Lally / Speech		Other Zillah Fernandez /ESL teacher	
Network Leader /		Other Michelle Moers / IEP teacher	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	941	Total Number of ELLs	69	ELLs as Share of Total Student Population (%)	7.33%
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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.

At the time of registration, the existing Home Language Survey is reviewed by the Assistant Principal and/or the Principal and they meet with the parents to fully and accurately complete the HLIS if new to the city or country. A review of the HLIS provides information to establish eligibility for LAB screening. Additionally, the students' exam history is received by ATS and students' existing LAB or NYSESLAT scores are used to group students accordingly.

Parents are interviewed by appropriate members of the school staff and programmatic choices and parent options are discussed. The ESL teacher receives copies of all HLS completed, as well as updated admission and discharge histories and other pertinent ATS reports to follow-up and ensure that parental notification and other information is provide to all parents. Parents exercise the parental choice in determining the best instructional program for their child. The Parent Coordinator works closely with parents to further support their full integration into the new school community. Furthermore, parent communication related to school activities and events is provided in both English and the home language. Translation and interpretation funding is used to provide assistance in parent outreach in the parents' home language. The services of the DOE Office of Translation and Interpretation have been used by school personnel to further support effective communication between school and home.

As with the HLIS, parents are also given the entitlement letters at the time of registration and all programs are described to parents. It has been the overwhelming choice of parents to see their children enrolled in the freestanding ESL program. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. One of the geographic realities of the Rockaway Peninsula is that parents are more concerned with their children's attendance being in the local zoned school than any other programmatic considerations. At this time there is no trend indicating that parents are seeking Transitional Bilingual Education. In addition, since transitioning to a push in program in grades 1-6, the students have been grouped in one classroom per grade to allow the ESL teacher to service each grade each day. The number of ELLs in each grade is not sufficient to support a full service Transitional Bilingual Program. Students at PS/MS 105 in grades K-3 do not participate in El SOL testing, as there is no bilingual program.

As we use a push in model, each grade has one class that is designated for the ELLs. Upon registration or eligibility determined by the LAB-R, students are placed in their grade appropriate class. Parents are notified of their child's class placement at time of registration if available. If child is placed after LAB results are tallied, the parent is notified by phone and a letter is sent in the home language as well.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	5	8	10	8	11	9	5	7					69
Total	6	5	8	10	8	11	9	5	7	0	0	0	0	69

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	9
SIFE	9	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	46			15			6				67
Total	46	0	0	15	0	0	6	0	0		67

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	8	8	6	10	9	4	6					62
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian						1		1						2
French				2	1									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	6	5	8	10	8	11	9	5	7	0	0	0	0	69

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The ESL program is designed to support ELLs in second language development. The ESL teacher pushes into the classroom setting to ensure targeted language instruction that supports both academic and social linguistic competencies. In grades K-5, students are served in their classrooms through a collaborative team model. This allows the ESL teacher to focus on developing the English language to meet goals aligned with the students' proficiency level while supporting the classroom teacher and maintaining continuity of instruction in all content areas. Based on careful review of student data, the service model is pull-out for students in grades 6, 7 and 8.

P.S./M.S. 105Q has a freestanding ESL program where students receive their instruction in English. The number of ESL instructional units is dependent upon their score on the LAB-R or the NYSESLAT and what level they have achieved as required by CR Part 154 Regulations. P.S./M.S. 105Q uses a push-in / pull-out model to accommodate the needs of their ELL students and to complement their classroom instruction. ESL is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between the ESL teacher and the classroom teachers helps to ensure that content based ESL instruction is complimentary to what students are learning in their mainstream classrooms.

The students are involved in learning focused on language acquisition techniques that will further enable them to meet competency when

they are in their classroom. While this model is designed to meet their needs of language acquisition, specific attention is given to writing and vocabulary development.

In compliance with ESL related mandates, beginners receive 360 minutes of instructions as do intermediate ELLs. Advanced ELLs receive 180 minutes of instruction weekly. All data is driven from student performance as well as LAB-R and NYSESLAT test scores in order to improve instruction. Explicit ELA instruction takes place on a regular basis as well as small group instruction in math. When a child still presents learning challenges that require additional assistance, P.S./M.S. 105Q offers a variety of AIS assistance including small group instruction as both push in and pull out on grade level.

Various instructional strategies are used to best meet the needs of the ELL students. The program model is an English only model where students from different countries come together to learn English. The students are from many countries, including but not limited to Haiti, the Dominican Republic, Senegal, Sierra Leone, Puerto Rico, Mexico, the Ivory Coast and Guatemala among others. Instructional strategies are varied but always directed to best meet the needs of the ELL students. Various instructional strategies used include, but are not limited to, ongoing test preparation in the four modalities of listening, speaking, reading and writing. By targeting these modalities of listening, speaking, reading and writing the school strives to ensure that the ELL student population will reach academic proficiency in all content areas. In addition to P.S./M.S. 105Q's use of test preparation materials to assist the ELL students, the school uses the modeling and total physical responses approaches to assist them as well. Through these approaches the students learn English through hands-on interactive activities. By using role play and drama (the reader's theatre program) the ELLs can act out their feelings in a nurturing, non-threatening environment.

The programs that we use to facilitate instruction are as follows

- LEAPFROG instructional program for grades Kindergarten through 8
- Voyager Remedial reading program for grades K-5
- Balanced Literacy program for grades 3-5
- Imagine It! ESL program for the grades K-3

All of these programs are designed to build the reading fluency and comprehension of the ELL students. Instruction is conducted in English for these programs. The Imagine It program specifically has an ESL component designed to enhance the reading ability of the ESL students. The Core Knowledge program enriches the learning process by teaching children about their countries of origin as well as others. The Balanced Literacy program involves having the children learn to read via shared, guided, and independent reading models, as well as word study and phonemic awareness. The LEAPFROG and Voyager reading programs teach English to the children through a variety of hands-on activities and interesting reading materials. Technology is also used in the classroom as the children learn through interactive computer programs on a variety of topics. These programs include workbooks, picture cards, songs, charts and graphs.

P.S./M.S. 105Q utilizes the SRA Imagine It! program for literacy in grades K – 2, and Balanced Literacy for grades 3-5. All students in grades K-8 also learn through the Core Knowledge program. ELLs are active participants in the Core Knowledge program which includes a section on how to best meet the needs of ELLs. The math program used is Everyday Math which offers resources in Spanish as well as English. ELL students are offered science instruction as well as music, art, physical education and drama. ELL students are encouraged to participate and share their own experiences with their classmates. We currently have Voyager programs that offer remedial reading instruction to English language learners. There is also programming for small group instruction in literacy and math. Explicit ELA instruction takes place on a daily basis as well. English Language Arts instruction is also necessary as students can learn English through ELA instruction.

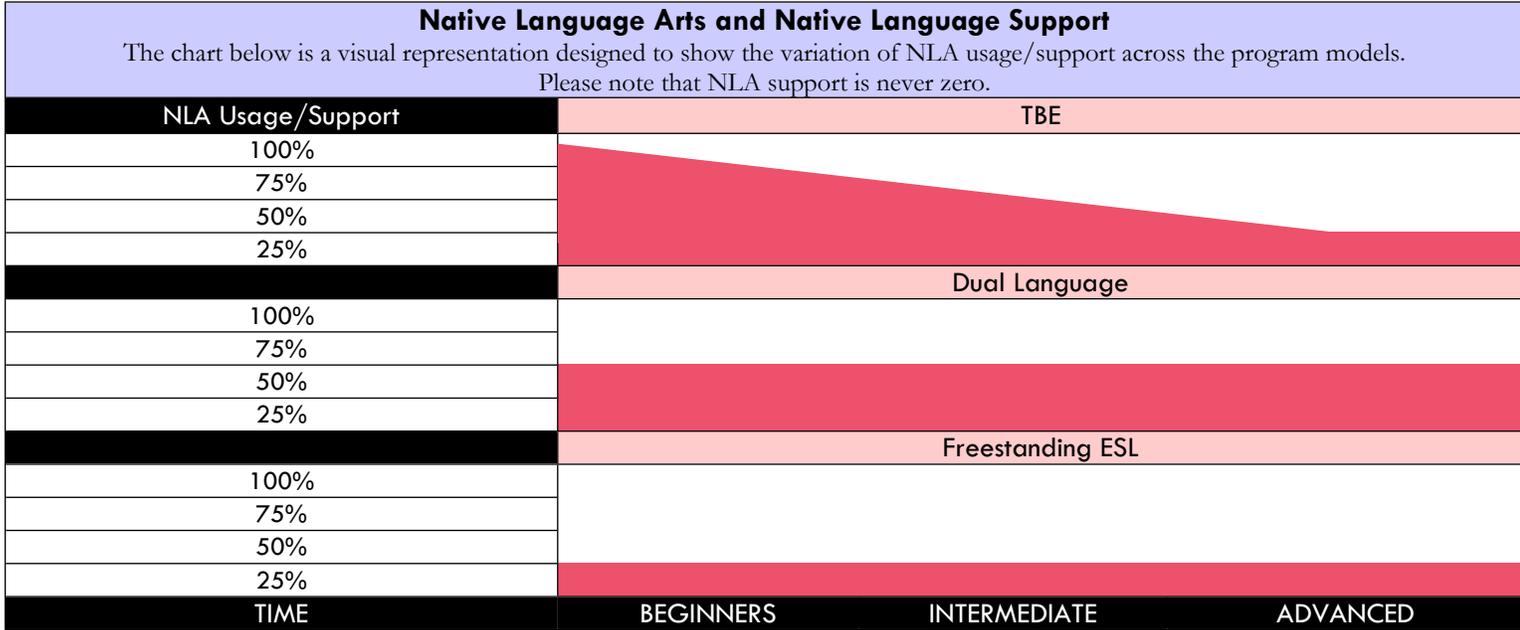
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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



B. Programming and Scheduling Information--Continued

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

ELLs receive AIS instruction using materials determined to be appropriate, based on the level of need and language acquisition. Specifically, Ticket to Read, Passport and Voyager Math, which include interactive web-based interventions and tracking are provided to ELLs. Detailed information about Academic Intervention is detailed in the body of the CEP as well as Appendix 1. Students reaching proficiency in the NYSESLAT, continue to receive academic intervention services in accordance with assessment information. A strong literacy program is provided based on multiple measures afforded to all students. Transitional students are periodically monitored to ensure they are succeeding in all content areas.

Periodic Assessment results are reviewed for all students. Particular attention is paid to vocabulary and syntax of questions asked responses required and genre type for ELA as these factors relate to levels of language acquisition. The information is used to make instructional decisions by the ESL teacher, classroom teachers and AIS staff. Assessments used include the Predictive, ITA and ELL Interim Assessments. In addition, teachers use running records, writing samples, teacher made assessment, observations and student conferences to further inform their practice.

Support structures for ELLs include small group instruction, remedial reading programs as well as math instruction. Technology is also an important support structure we have set up for ELL students. Ticket to Read is Voyager's new technology component. This web-based skill builder invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words and comprehend more about the world. As they learn, they earn tickets for hundreds of virtual prizes to decorate their personal clubhouses. Web-based technology allows 24/7 hassle free access for students at home, school and the library. Students work independently on phonemic awareness, phonics, fluency, vocabulary and comprehension skills. Timed fluency readings give students instant feedback and goals for improvement. With 30-40 exciting passages at each level, students select titles of greater interest to accelerate their progress. We differentiate instruction at P.S./M.S. 105Q by tailoring the technology programs to meet the children's needs. Students begin reading where they are appropriately challenged which is one method we use at P.S./MS. 105Q to differentiate instruction in the most effective groups by their level of academic proficiency (beginning, intermediate or advanced) to best meet their needs. The philosophy at P.S./M.S. 105Q is to employ whatever strategies are necessary to best meet the needs of the ELL learners (including any necessary support structures). PS/MS 105Q offers an after school program for ELL students. The program is on Monday, Tuesday and Wednesday for 1 hour each day. There are currently 7 teachers and 1 supervisor; working with approximately 60 students; with each teacher having a group of 12. The teachers are licensed in common branches and one certified ESL teacher. The program will be running for approximately 10 weeks, beginning January and ending in April. Students are invited to attend and work with other students on their grade level on various literacy based activities. Rather than direct instruction that they receive throughout the day, the students work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities. In the primary grades, the teachers may base their projects on daily or weekly read alouds; while the intermediate grades may have chapter books and chapter activities and projects. This program affords both the students and teachers to engage in a hands-on, fun approach to literacy and math, while reinforcing the skills necessary to further their knowledge of the English language.

School trips are planned on Saturdays and holiday weeks, so that as many parents can attend as possible. The school has taken children and their families apple picking, pumpkin picking, and overnight trips to Washington D.C and Baltimore, Maryland.

After school, parents have also been invited to attend the Poetry Café, Thanksgiving Luncheon, Winter Holiday Show, PS/MS 105 Talent Show, the GED Program and a Mother's Day Celebration.

Activities for newly enrolled LEP students were workshops that were set up in advance with parents to discuss the needs of their children prior to the start of the academic year. There was also summer school programming that was available before the start of the school year.

Notices were sent home, as well as given out at registration for ELL parents to come to a summer meeting. Once there, the school discussed their expectations for the coming year, the ESL program, the school curriculum as a whole, procedures and policies of 105Q and standardized testing.

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.

The professional development mainly focuses on the four modalities tested on the NYSESLAT, listening, reading, writing and speaking. Staff members are educated as to the various assessments that are given to the ESL students including the LAB-R and the ESL interim assessments. In order to collaborate, the teachers participate in Data Chatta meetings as well. Core Knowledge meetings include a discussion of global and social studies. The meetings are held twice a month. Data Chatta meetings are held bi-weekly and issues of discussion include math and ELA information and how to drive instruction via data. Out of classroom personnel who service ESL students are responsible to attend these meetings as well.

After receiving this in-house training the teachers are put into teams to review what they have learned. They are also expected to brainstorm ways to best meet the needs of ESL students. The goal at P.S./M.S. 105Q is to ensure that the students learn in a safe, nurturing environment where they are valued. Teachers who receive top-notch professional development will ensure that will happen.

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?

Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. ESL teachers hold meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. Program activities that were done to assist newly enrolled LEP students included staff development on how to make ELL students more comfortable in school. In addition to these meetings, we hold parent orientation sessions on how data affects their children and how to improve instruction. Meetings are held on a monthly basis, congruent to the Parents' Association meetings. Both the Parent Coordinator and Pupil Personnel Secretary also attend the workshops.

The Parents Association also conducts weekly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops.

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	4	2	5	2		2		2					23
Intermediate(I)		1	6	4	1	1	4	1	1					19
Advanced (A)			1		4	10	2	3	3					23
Total	6	5	9	9	7	11	8	4	6	0	0	0	0	65

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	4		1		2		0		7
5	2		8		0		1		11
6	3	1	2		1		0		7

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	3		1						4
8	2	1	3						6
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	4		1		2				7
8	2		3						5
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	4		6		1				11
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

All students in grades k-3 are assessed using the ECLAS-2 twice a year. Teachers also use running records to track and monitor students' progress.

Teachers use the findings of this data to drive their instruction and differentiate based on the needs of the students.

Teachers also meet weekly to disseminate data and plan future instruction.

A review of the NYSESLAT data indicates the following:

- In grades K, 1 and 2 most students are beginners with listening and speaking being at the intermediate level for some of these students. The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills. For the students in grade 2, reading and writing at the intermediate level while listening and still show greater levels of proficiency for these students.
- In grades 3, the large increase in students scoring at the intermediate and advanced levels reflect the targeted instruction received previously.
- In grade 4, a greater number of students are at an advanced level of listening and speaking, but have moved to an intermediate level of attainment in reading and writing. A focus on vocabulary and reading comprehension is being used to continue this growth.

meet the high standards set for them as well as have access to all programs that non-ESL students have. It is the goal to provide an educational policy for ESL students that will offer alignment with NYC performance standards, ESL standards, primary literacy and NYS learning standards. The LAP committee will continue to gather and review ELL data that will drive instructional practices across the grades and provide the students with an academically rigorous curriculum.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 105 The Bay School					
District:	27	DBN:	27Q105	School		342700010105

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		90.2	92.2	91.1
Kindergarten	76	95	98				
Grade 1	116	106	93	Student Stability - % of Enrollment:			
Grade 2	110	117	91	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	101	101	126		89.6	87.2	87.0
Grade 4	87	106	104				
Grade 5	87	96	105	Poverty Rate - % of Enrollment:			
Grade 6	97	88	89	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	102	97	104		79.5	92.3	92.3
Grade 8	76	108	97				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		21	88	26
Grade 12	0	0	0				
Ungraded	0	3	1	Recent Immigrants - Total Number:			
Total	888	952	944	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	9	10

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	49	40	59	Principal Suspensions	150	237	203
# in Collaborative Team Teaching (CTT) Classes	32	46	30	Superintendent Suspensions	21	19	36
Number all others	45	36	33				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	59	71	TBD
# ELLs with IEPs	1	11	TBD

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	6	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	15	% fully licensed & permanently assigned to this school	100.0	100.0	97.3
				% more than 2 years teaching in this school	58.7	68.4	88.6
				% more than 5 years teaching anywhere	52.0	55.7	70.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	95.0	91.1
American Indian or Alaska Native	0.6	0.5	0.1	% core classes taught by "highly qualified" teachers	94.7	94.9	98.1
Black or African American	65.7	61.3	63.5				
Hispanic or Latino	29.6	34.1	32.0				
Asian or Native Hawaiian/Other Pacific	1.9	2.2	2.4				
White	1.8	1.7	1.7				
Male	50.6	51.2	50.8				
Female	49.4	48.8	49.2				

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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	12.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	4.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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