



**PS 100 ISAAC CLASON**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 08X100**

**ADDRESS: 800 TAYLOR AVENUE BRONX NY 10473**

**TELEPHONE: 718-842-1461**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 100      **SCHOOL NAME:** Isaac Clason

**SCHOOL ADDRESS:** 800 Taylor Avenue Bronx NY 10473

**SCHOOL TELEPHONE:** 718-842-1461      **FAX:** 718-328-5520

**SCHOOL CONTACT PERSON:** Chad Altman      **EMAIL ADDRESS:** Caltman3@schoo  
ls.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kristen Lyddy

**PRINCIPAL:** Chad Altman

**UFT CHAPTER LEADER:** Gina Cambrelen

**PARENTS' ASSOCIATION PRESIDENT:** Tasha Harris

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 8      **CHILDREN FIRST NETWORK (CFN):** 607

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** Timothy Behr

**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
Chad Altman	*Principal or Designee	
Gina Cambrelen	*UFT Chapter Chairperson or Designee	
Tasha Harris	*PA/PTA President or Designated Co-President	
Regina Sanchez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sharon Mcmillian	Member/ IEP Teacher	
Stacy Leitner	Chairperson	
Kristan Lyddy	Member/ Reading Teacher	
Lorraine Napolitano	Member/ Reading Teacher	
Alicia Barinas	Member/ Literacy Coach	
Sonia Suce	Member/PA: Recording Secretary	
Charisse Carter	Member/ PA	
Glendy Dominguez	Member/ PA	
Tanisha Ravenall	Member/ PA	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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At Public School 100 we envision the school as a community of learners where all members, students, staff, and parents take an active role in the education of students with regard to their academic, social and emotional needs. We recognize that students have a greater opportunity for success if they are provided with differentiated learning opportunities; by determining each student's strengths and weaknesses it provides classroom teachers with a stronger ability to address student needs. These experiences fostered at Public School 100 inspire a lifetime love of learning.

Public School 100 is committed to providing educational excellence. It is the mission of the school to exceed minimum academic standards set by the New York State Department/New York City Department of Education. The school and community are dedicated to providing enriching educational experiences for all students. It is the mission of the school to keep parents informed about, and involved in, school activities. It is our goal to provide the educational environment in which each student will reach his/her full potential through the implementation of the highest "performance standards", which will enable students to meet the challenging expectations that lie ahead in our ever-changing world.

Public School 100 (Isaac Clason School) has been selected, by the chancellor, as one of the top 200 schools in New York City. It is a United States Department of Education "Title I Distinguished School" and was the recipient of the New York State Education Department's "Outstanding Early Childhood Program" award.

Public School 100, Bronx (Parents in Excellence) is a Title I pre-k thru fifth grade school with 700 students. After a brief period of operating at two sites (IS 131 and PS 100), we have moved all of our classes together into our main site of PS 100.

At Public School 100, instruction is focused on high and clear expectations, accountable talk and a sense of recognition of accomplishment, which implements powerful teaching and learning strategies. Students in our school are aware of academic expectations, produce quality work and present to real audiences. Students in our school, are aware of academic expectations, produce quality work and present to real audiences.

With the efforts our city councilwoman Palma as well as Bronx Borough President Carrion, Public School 100 was awarded a library grant to remodel and expand our existing library space to include a multimedia lab. The upgraded library includes a computer center to provide hands on interactive activities for students as well as an abundance of library resources. Open access periods within our library provide opportunities for parents and students to take full advantage

of the resources available. We have hosted and plan to continue to provide workshops for parents in an effort to further strengthen our partnership.

In recognition of accomplishments we celebrate by having special events and occasions that regularly allow family members, friends, and other important members of their lives to show support and applause for their accomplishments. These accomplishments include, but are not limited to, student government, honor roll, citizen of the month, perfect attendance, math and science expo, writing celebrations, read-a-thon, and peer mediation.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	PS 100 Isaac Clason				
<b>District:</b>	8	<b>DBN #:</b>	08x100	<b>School BEDS Code:</b>	320800010100

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	25	27	18		92	91.9			
Kindergarten	90	99	71						
Grade 1	135	116	129	<b>Student Stability: % of Enrollment</b>					
Grade 2	133	126	103	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	120	127	122		93	91.9			
Grade 4	119	120	134						
Grade 5	144	107	119	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					75.1	75.1	87.5		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					44	71			
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					2	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	49	57	56	Principal Suspensions	15	21			
No. in Collaborative Team Teaching (CTT) Classes	29	34	50	Superintendent Suspensions	11	12			
Number all others	45	58	48						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	64	60	46	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	6	6	18	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	63	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	9	10	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	4	
	0	0					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.4	100	
American Indian or Alaska Native	.8	.4	.3	Percent more than two years teaching in this school	61.9	74.6	
Black or African American	43.3	42.2	41.5	Percent more than five years teaching anywhere	34.9	47.6	
Hispanic or Latino	55.1	56	55.4				
Asian or Native Hawaiian/Other Pacific Isl.	.5	.7	.6	Percent Masters Degree or higher	81	90	
White	.3	.6	.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93	100	
Multi-racial							
<b>Male</b>	48.6	51.8	52.8				
<b>Female</b>	51.4	48.2	47.2				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	✓	✓					
Black or African American	✓	✓					
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities		✓					
Limited English Proficient	✓ <sup>sh</sup>						
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	5	5	1				

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score</b>	67.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Public School 100 has experienced a long history of reading achievement with 73% of all students at levels 3 and 4 on the 2009 New York State English Language Arts Exam. This is a 10% gain over the previous year and exceeds the average ELA test scores of all New York City schools. The students' achievement data indicated that 88% of our 3<sup>rd</sup>-5<sup>th</sup> grade students scored at levels 3 and 4 on the New York State Mathematics Exam. During the 2008-2009 school years, our school exceeded New York State school accountability the Effective Annual Measurable Objective of 115 in English Language Arts obtaining a Performance Index of 155. The school exceeded the Effective Annual Measurable Objective of 79 in Math obtaining a Performance Index of 179. We continue to successfully move students to the levels of meeting and exceeding standards in reading and math. Overall, we have met our AYP targets for at least three consecutive years in all areas (students with disabilities met the safe harbor on ELA in 2008) and received a proficient on the most recent Quality Review.

While our school had been experiencing an upward trend in student performance, the 2009-2010 state test data indicated a severe drop in student performance. Within English Language Arts, 32.7% of students met proficiency levels of 3 or 4 while 48.2% of students met these levels in mathematics. This decline in performance has resulted in revised focus for instructional priorities within our school. Previously considered pull-out services such as AIS and other related service providers have been developing plans to push-in to classrooms to support instruction. In addition, our 4<sup>th</sup> and 5<sup>th</sup> grade students have taken part in increased use of technology to support traditional teaching. The use of computers is anticipated to have a positive impact on time on task behaviors and student engagement resulting in increased state test proficiency.

As a result of our most recent Quality Review, it was determined that students would benefit by having additional enrichment opportunities aligned to differentiated learning activities. As part of this review which took place during March 2010, our reviewer identified an additional need for our school to develop a comprehensive curriculum map for all subject areas across PK-5<sup>th</sup> grades. While we currently do maintain pacing calendars for Math, ELA, Social Studies, and Science, consolidating these plans in a cohesive manner is a next step based on our Quality Review feedback. In addition, we anticipate that remediation and enrichment opportunities will be incorporated into these pacing calendars.

Over the past couple of years, Isaac Clason Elementary School has experienced many wonderful accomplishments. Among these accomplishments are: Securing a partnership with OST-

New York Junior Tennis League, achieving Title I distinguished school status, re-development of our school library to include a multi-media center, maintaining reduced class size within early childhood classes, inclusion of arts instruction for all students within our school (both visual and performance arts), the development and implementation of a teacher resource center, and most recently the development and strengthening of our Teacher Teams supported by the work of our Core Inquiry Team. All of these accomplishments as well as many others that were not mentioned help distinguish PS 100 as a unique learning environment within the Soundview section of the Bronx.

Barriers to our school's success are related to the need for a standardized approach to discipline. Prior to the conclusion of the 2008-2009 school years, a committee was developed to plan and implement a school-wide positive approach to discipline. Positive Behavior Supports and Interventions (PBIS) is utilized in more than 7,000 schools nationwide and was brought to our school's attention by our Learning Support Organization (LLSO). During the summer prior the 2009-2010 school year, the committee met many times along with the newly appointed dean as well as the Principal to ensure that the program components were designed to provide all community stakeholders with clear expectations of the program components while limiting any potential administrative burden for the classroom teachers. After one year of implementation, our occurrences have actually increased which could be a result of more accurate and sustainable reporting mechanisms which are the first step towards creating a transparent and effective system of addressing student discipline. It should be noted that our current PBIS program has been supplemented by additional professional development opportunities for staff with the intended goal of providing appropriate interventions to prevent occurrences from happening in the first place.

In addition to the aforementioned needs assessment items, the Principal recently shared with our School Leadership Team the importance of developing and implementing a standardized evaluation system to formally measure teacher effectiveness and quality. The measurement system will be used to identify areas of strength and possible next steps to ensure that teachers are meeting all student needs.

## 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.

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### 1. ENGLISH LANGUAGE ARTS:

By June of 2011 a higher percentage of students will demonstrate increased median growth in ELA as indicated on the NYC School Report Card compared with the previous year.

Due to increased support within the classroom from instructional coaches as well as AIS personnel, teachers will be more aware of how to translate student data into instructional approaches to meet each child's needs. Students will become aware of their Fountas and Pinnell reading levels and work with their peers within guided reading groups. These guided reading groups will provide each child with appropriate reading material aligned to their performance level. Teachers will continue to utilize conferencing to provide specific guidance for each student.

### 2. DIFFERENTIATED INSTRUCTION

Our students within 4<sup>th</sup> and 5<sup>th</sup> grade will be taking part in a technology pilot program over a two year period. This Integrated Learning System will provide teachers and students with specific learning activities based on student data. As a result of the programs implementation, our school anticipates sharing best practices learned from this pilot to apply to lower grades to strengthen our use of differentiated instruction. It is expected that by June, 2012 all students within our 4<sup>th</sup> and 5<sup>th</sup> grade will be highly engaged in differentiated activities based on their specific skill needs.

### 3. PHASE I SPECIAL EDUCATION

By June of 2011, annual reviews will be conducted for all special education students taking into consideration our school's participation in Phase I initiative.

Our Child Study Team will meet weekly to consider individual student needs and determine if revisions should be considered in consultation with the parent. Our classroom teachers will take part in professional development related to IEP writing, goal setting, and instructional approaches to be used in diverse learning environments. Our school will ensure that the IEP teacher has specific planning time to support all classroom teachers on the process for offering appropriate services to each child.

### 4. SCHOOL-WIDE DISCIPLINE

By June of 2011, PS 100 will demonstrate a 5% decrease in Principal Suspensions based on the online occurrence reporting system (SOHO) compared with 2009-2010.

Our school will continue to enhance and strengthen the use of positive behavior interventions and supports (PBIS) to support the disciplinary process within our school. Parents continue to be an integral stakeholder in supporting the behavioral needs of our most challenging students. We will utilize class and individual incentives to reward students and classes that continue to demonstrate excellence.

## **5. MATHEMATICS**

By June of 2011 a higher percentage of students will demonstrate increased median growth in mathematics as indicated on the NYC School Report Card compared with the previous year. Our school's math AIS program has been revised to allow for increased push-in support during math instruction. Classroom teachers are provided with common planning time in which they will review student work and consider best practices towards meeting all student needs and ensuring that a higher percentage of students demonstrate an increase in their math proficiency levels on the NYS math assessment. Our school is providing sample assessments to inform our students, teachers, and parents of changes within the format of this year's assessment. In addition, we continue to monitor student performance data and discuss specific challenges at our weekly child study team meetings.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011 a higher percentage of students will demonstrate increased median growth in ELA as indicated on the NYC School Report Card compared with the previous year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Literacy Coach will collaborate with classroom teachers, academic intervention services and parents to identify through testing, screening, and observations students who are in need English Language Arts interventions.</p> <p>Academic Intervention Services will be provided for any student who showed a decline on the 2010 New York State English Language Arts exam. These students will be serviced by English Language Arts specialists, in a small group setting, three times a week for forty five minute sessions and will be assessed for growth in eight week increments.</p> <p>All students will be provided with opportunities for targeted tutorial time Monday thru Friday for thirty minutes. All out of classroom teachers will work collaboratively with classroom teachers in order to work with a small group to target areas of weakness.</p> <p>4<sup>th</sup> and 5<sup>th</sup> grade students will take part in a technology pilot program (Time to Know for 4<sup>th</sup>, Compass Learning for 5<sup>th</sup>). The programs are designed to support our infusion of differentiated instruction.</p> <p>The Literacy Coach will model the different components of the Balanced Literacy approach to strengthen instruction support, planning and so that teachers can continue the implementation of the Reading and Writing Workshop.</p> <p>A Teacher Resource Room with guided reading materials, shared reading materials, big books, materials for read alouds, literacy based center activities, and various other literacy resources that teachers can utilize within the classroom has been introduced during the 2008-2009 school years and continues to be updated to include high interest reading materials.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Literacy Coach: Title I funds being used to improve teacher quality. (\$71,481)          Literacy AIS: Title I ARRA being used to maintain or expand use of effective academic intervention (\$69,190)          Literacy AIS: Fair Student Funding is being used to maintain or expand use of effective academic intervention (\$69,190)</p> <p>Literacy materials are continually being purchased for the Teacher Resource Room. This allows teachers the opportunity to use a variety of texts in order to better differentiate instruction and meet the needs of all learners. Currently, we have \$2,500 scheduled for supplies and \$14,000 NYSTL textbooks.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students progress in English Language Arts will be measured through ELA simulated exams, informal assessments, Acuity predictors/ITA's, teacher made assessments, guided reading (running records), and teacher observations. Data will be collected and analyzed to drive instruction and group for differentiated instruction. Teachers will formally assess and monitor student reading levels based and develop reading groups based on this information.</p> <p>ECLAS-2 will be used in order to assess students in our lower grades (K-3). This assessment will allow us to pinpoint areas of weakness in reading and writing. The results will give us a guideline to drive instruction and provide early intervention to these students.</p>

**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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

**DIFFERENTIATED INSTRUCTION**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>It is expected that by June, 2012 all students within our 4<sup>th</sup> and 5<sup>th</sup> grade will be highly engaged in differentiated activities based on their specific skill needs. Our students within 4<sup>th</sup> and 5<sup>th</sup> grade will be taking part in a technology pilot program over a two year period. This Integrated Learning System will provide teachers and students with specific learning activities based on student data. As a result of the programs implementation, our school anticipates sharing best practices learned from this pilot to apply to lower grades to strengthen our use of differentiated instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Delivery and set up of laptop computers</li> <li>• Training and professional development of our new program (Time to Know for 4<sup>th</sup> Grade, Compass Learning for 5<sup>th</sup> Grade)</li> <li>• Providing specific learning opportunities to address skill needs identified using formative and summative assessments.</li> <li>• Meeting the needs of all students including our special needs populations.</li> <li>• Working collaboratively with our Literacy Coach, Math Coach, and AIS personnel to strengthen the practices of our Teacher Teams.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Library/multi-media specialist: Supporting teachers as they integrate the new technology into their classrooms. She will serve as our technology point of contact for Izone. Funded with Title I School Wide Program money and Fair Student Funding- \$92,288.</p> <p>Technology Support (.2): One day per week, a technology support specialist will provide on-site technical assistance. Fair Student Funding: \$13,838</p> <p>Academic Intervention Specialists (2 upper grade teachers, 1 lower grade teacher): Provide push-in/pull out support services to students at risk. Funding includes: \$66,221.75: Fair Student Funding, \$2,968.20: Fair Student Funding Legacy Teacher, \$92,929: Title II Supplemental Funding, \$69,190: Title I ARRA Funding.</p> <p>Title Iia funding (\$63,731) will be utilized to fund a 2<sup>nd</sup> grade teacher to be trained within Work Sampling system.</p> <p>Title Iia funding (\$88,915) will be utilized to fund a kindergarten teacher. The class is designed to be a reduced class size and will target specific learning needs of each child. The teacher will take part in learning walks to identify shared best practices.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students within our 4<sup>th</sup> and 5<sup>th</sup> grade will take ELA and Math Performance Series Assessments (SCANTRON). These assessments will supplement the formative and summative assessments taking place at the classroom level which also include school-wide simulated State Assessments. The assessments results will be collaboratively reviewed at grade-level and school-wide Inquiry team meetings to identify trends and align</p>

	teaching strategies to meet individual student needs.
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**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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**PHASE I SPECIAL EDUCATION**

**Subject/Area (where relevant):** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June of 2011, annual reviews will be conducted for all special education students taking into consideration our school’s participation in Phase I initiative.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	To provide accommodations for all students who require specific services and interventions according to their Individualized Education Plan. To identify staff members that can appropriately share best practices in order to build the capacity of our teachers. To consider revising academic settings to ensure that students with special needs are provided with every opportunity to succeed. This may include a schedule that includes mainstreaming as it is indicated within an IEP. To continue to monitor the progress of our Special Education students through our Child Study

	<p>Team. To develop and implement a Phase I committee of teachers and members of our school based support team. This team will assist with the proper implementation of the Phase I initiative.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>IEP Teacher funding will be used to staff a special education teacher who is trained as a District Representative. This staff member will serve as a liaison to teachers and offer specific professional development sessions including, but not limited to Functional Behavior Assessments, IEP Goal Setting and Monitoring, and the components of SOPM as they relate to our school’s participation in the Phase I initiative. Classroom teachers (General Education and Special Education) will gather data to monitor student progress and identify areas where specific interventions need to be offered for students that are within our special education continuum.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>As a baseline, all student IEP’s will be reviewed in the Fall to ensure that students are accurately placed in the most appropriate learning environment. At each annual review, a committee of at least a general education teacher, special education teacher, district representative, and parent will convene to review the child’s current interventions and reach consensus on next steps that will be formally documented within the IEP and then uploaded into the CAP system.</p>

**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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

**SCHOOL-WIDE DISCIPLINE**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, PS 100 will demonstrate a 5% decrease in Principal Suspensions based on the online occurrence reporting system (SOHO) compared with 2009-2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In an effort to develop and implement disciplinary procedures aligned to Positive Behavior Interventions and Supports (PBIS) the following practices have been taken.</p> <ol style="list-style-type: none"> <li>1. Set a vacancy for a dean position- Appointed a veteran member of the PS 100 staff into this role. The Dean has prior experience as a Science cluster teacher and most recently Math Coach.</li> <li>2. Host members of the Knowledge Management Team from the Leadership Learning Support Organization (LLSO) to train and support our PBIS team.</li> <li>3. Student expectations will be highlighted within the “Star Matrix”</li> <li>4. Parent workshops will be hosted in our school to ensure that the home/school connection is taking place.</li> <li>5. Morning Announcements will include elements of PBIS: Star Student Pledge</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>A dean position will coordinate with Assistant Principals and our school based support team to ensure that interventions are provided in conjunction with disciplinary consequences. The dean will offer professional development to teachers and therefore is being paid with Title I ARRA funds (\$69,190) and is designated as improved teacher quality and effectiveness.</p> <p>Title IIa funding will be utilized to fund a drama teacher (\$92,929). The drama teacher will support integrating arts into all curricular areas to further promote student engagement thereby promoting a positive environment in which disciplinary issues are minimized.</p> <p>Title IIa funding (\$92,929) will be utilized to fund a 2<sup>nd</sup> grade teacher to be trained in responsive practice techniques. Positive behavior interventions as well as strategies for reflective journal writing will be implemented within this classroom as a pilot to consider additional tier I interventions.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Throughout the school year, incentives will be rewarded to students based on the amount of “star bucks” they receive for doing the right thing. Evidence of the redemption will be maintained with our Dean and the PBIS committee.</p>

**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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2011 a higher percentage of students will demonstrate increased median growth percentile in mathematics as indicated on the NYC School Report Card compared with the previous year.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Academic Intervention Services for grades 4 and 5, will be provided three times a week, for forty five minute periods, to students who dropped at least 50 scale score points on the New York State Math exam.</p> <p>The Math coach along with teachers will collect, analyze and record data from the ITA and teacher made assessments on a monthly basis. The results will be used to plan and implement differentiated instruction to meet individual student needs.</p> <p>We will enhance the Houghton Mifflin math curriculum in order to provide a real-life connection by integrating the use of manipulatives, games, math literature, and technology, which are accessible throughout the building.</p> <p>Title IIA funding will be utilized to fund a math AIS provider (\$92,929)</p> <p>Starting in January 2011 to April of 2011, all students will be provided with an opportunity for targeted tutorial time Monday thru Friday for thirty minutes. Out of classroom teachers will work collaboratively with classroom teachers which will focus on enrichment, such</p>

	<p>as hands on activities, to students who achieved a level three on the 2010 New York State Mathematics exam and have remained stagnant.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Math Coach: Title I funds being used to maintain or improve teacher quality. (\$72,915)  Math AIS: Fair Student Funding to maintain or expand use of effective academic intervention (\$69,190)</p> <p>Our Math Coach position will once again be filled by a veteran math teacher. This position is used to facilitate professional development on the new edition of the Houghton Mifflin math program, math manipulatives, and integrating math literature into the classroom for teachers and staff. Training and professional development will be provided during common preps, election day, and prior to the first day of student attendance.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers will administer the following assessments resulting in the students demonstrating increased achievement on the 2011 New York State Mathematics exam. Student achievement will be measured in the following ways: weekly teacher generated assessments, monthly Houghton Mifflin unit tests, and bi-monthly ACUITY predictors. The assessments will be collected and reviewed by the administration to determine if adequate student progress is being made and to determine next steps.</p>

## SECTION VI: ACTION PLAN

### REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K		0	N/A	N/A	1			
1	18	0	N/A	N/A	2			
2	19	0	N/A	N/A	1			
3	20	21	N/A	N/A				
4	18	15			2			
5	11	15						
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>Students in need of E.L.A. intervention are provided three (3) forty-five minute periods of instruction (weekly) in small group settings from English Language Arts specialists during the school day. Weekly articulation meetings between specialists and classroom teachers are held regarding target students. Students are assessed using a various approaches; these include the DRA-2, WRAP, a review of State Assessment data, classroom observation, and other formative and summative assessments. Students that are selected for AIS are grouped according to their needs/levels of proficiency. The following research-based intervention programs are used to instruct students.</p> <p><b><u>Decoding Skill Development</u></b>  <b><u>Foundations K-2</u></b></p> <p>It is an adaptation of the Wilson Reading System. It is based on the principles of Orton Gillingham methodology. It is systematic, sequential, multisensory method of teaching reading and writing skills to students who struggle, including those with a language learning disability or dyslexia.</p> <p>Instruction is visible and explicit. The teacher directly teaches all skills to student through modeling and active learning. Students blend and segment sounds with a finger tapping procedure. They actively manipulate sounds by moving magnetized letters to form words. All learning involves active participation. It provides learning through various modalities and also helps maintain the students’ focus.</p> <p>Foundations presents all skills in a systematic and sequential manner. It uses motor memory learning and repetition to reinforce all skills. Students’ correct responses are given immediate feedback. Students’ errors are also corrected “on the spot” so that the students learn from mistakes.</p> <p>ELA AIS providers may utilize a combination of the intervention programs described below, or consider other strategies in consultation with our Instructional Cabinet.</p>

### **Comprehension**

#### **Early Success**

This is a small group reading program. It uses authentic literature with a fast paced lesson each day. It is designed to be used with 5-7 students. It emphasizes phonemic awareness, application of phonics and higher-level comprehension for grades 1-2. In subsequent grades, the emphasis is also on phonics and word recognition strategies to the reading of connected text, fluency, and comprehension strategies.

#### **Soar to Success**

It is a research based intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small-group model that prevents or stops reading failure. It uses authentic literature, reciprocal teaching, graphic organizers, and scaffold support to accelerate students' reading growth.

This program was developed to help teachers accomplish two major goals:

1. To accelerate students' reading abilities as quickly as possible
2. To help students learn to apply and use comprehension and decoding strategies of an effective reader as they read across the curriculum

The instructional plan has four components: revisiting, reviewing, rehearsing, reading/reciprocal teaching, and responding/reflecting. The teacher and students become familiar with the uniform, consistent lesson plan allowing them to focus on enhancing the students' reading skills. The components of each lesson plan provide students with opportunities to build fluency, apply strategies and develop comprehension.

#### **Best Practices in Reading**

This is a research based program. It is used to strengthen students' reading comprehension skills in both fiction and nonfiction. It uses explicit instruction by focusing on strategies that good readers use to understand what they read. Students learn to visualize, make connections, ask questions, draw conclusions, and activate background knowledge while reading.

#### **Novel Units**

This program exposes students to a variety of literature. It allows students to integrate their reading, writing, listening, and speaking skills as they analyze literature. Vocabulary words, supplementary activities, writing prompts, and comprehension/discussion questions are

	<p>utilized to promote higher level thinking skills through group participation, individual conferences, and written and creative assignments.</p> <p>Novel Units develops students' appreciation and understanding of characterization, plot, conflict, sequence, theme, and figurative language. During positive and engaging reading/writing experiences in a small group, critical thinking skills and comprehension strategies are taught and reinforced. Cause-effect, story mapping, character development charting, using graphic organizers, and comparing/contrasting are examples of comprehension strategies students develop to improve their reading skills.</p> <p><b>Wilson Reading Program:</b> Reading for understanding is the goal of reading. Research informs us that fluency is one of several critical factors that aid reading comprehension. Wilson Fluency instruction provides practice with connected text that students need to develop rate-appropriate independent reading with ease and expression.</p>
<b>Mathematics:</b>	<p><b>AIS Math</b> Math AIS is provided to students who show need for extra support in the content of math. It is provided to students during the school day. Students are serviced in a small group setting, 3 times a week for 45 minute sessions throughout the school day. The programs used may include but are not limited to Kaplan, Options Math program and use of manipulatives and games to enhance learning. The AIS provider may consider alternative interventions in collaboration with members of instructional cabinet, and classroom teachers.</p>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>During our weekly child study team meetings, students are referred for at-risk counseling services. After parent outreach is made, students interact with our guidance counselor on an individual and group basis. Students also take part in peer mediation. Select fifth grade students have been appointed and trained as peer mediators.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist maintains records of IEP compliance dates. When reviewing student IEP goals, the psychologist has a practice of meeting with classroom teachers to review the goals and determine appropriate next steps for each child. Based on anecdotal records, classroom observations, meetings with parents, as well as child study team meetings, the psychologist assists in developing plans for the child including at risk counseling, SETSS, Speech, AIS, or other services as deemed appropriate.
<b>At-risk Services Provided by the Social Worker:</b>	Our school social worker meets with our mandated counseling students. She also attends our child study team meetings to assist in determining next steps for students that are discussed.
<b>At-risk Health-related Services:</b>	Speech provider's offer at risk services based on decisions at child study team meetings (which are made based on anecdotal evidence). At-risk speech includes six weeks of service with a provider who ultimately determines if speech is necessary.

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

*NCLB/SED requirement for all schools*

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

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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

### **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**

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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.

All parents/guardians are required to fill out the Home Language Survey upon registering their child at P.S. 100. The form requires that the parent/guardian chose a preferred language for oral and written communication. This information is kept on file in the main office and is inputted on ATS for future access through the Adult Preferred Language Report. In addition the Parent Coordinator and the Parent Association provide valuable language information to the school.

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 reviewing our Adult Preferred Language Report it was determined that our school has several requested languages. They are Arabic, Bengali, Fulani, Soninke, TWI, Spanish, Urdu, and Vietnamese. All languages represent less than 1% of our student population except Spanish. Spanish oral and written translation was requested by 19% of parents on our Parent Preferred Language report. These results were shared with the Parent Coordinator and the Parent Association. These results help guide the staff at P.S. 100 in establishing the proper procedures to ensure that Limited English parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

#### **Part B: Strategies and Activities**

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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.

P.S. 100 will provide parents/guardians whose primary language is covered through the translation department with translated documents that contain student specific information this includes legal, special education, ELL, AIS, health, and safety. Our goal is to increase the parent/guardians understanding of academic standards, assessments, state testing and alternate learning opportunities for their student. We hope by reaching out in the parent's native language we will increase parent participation and the level of unity within our school. Forms for translating materials have been given to all teachers to ensure the timely translation of necessary materials for parents. A copy of parent's rights is kept in all languages in the Main office. Translation will be provided by in-house staff or through the Translation-Interpretation Unit provided by the Board of Education.

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.

P.S. 100 intends on providing interpretation services at open school nights and parent meetings when the need arises. In-house staff will interpret for parents and teachers at conferences for Spanish speakers. Upon request outside interpreters will be hired for languages that cannot be accommodated by our staff. It is important for the teacher to communicate the needs of the student and to be able to ask pertinent questions. In addition it will provide the parents/guardians with an opportunity to educate themselves on the services available to their child and allow them to express any concerns. Parents are an invaluable resource for the teacher and an important link in the chain of success for their child at school.

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 list of the primary languages for parents will be maintained. A written notification will be sent out regarding the translation-interpretation services that all parents are entitled to and how to obtain them. Copies of parent's rights will be kept in the main office in all languages. The school safety plan will be reviewed, ensuring that all parents who speak another language will be accommodated if

an emergency arises. The school will post signs in the front lobby in each of the covered languages indicating where parents can pick up information.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	444,772	404,370	849,142
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,447	4,043	8,490
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,238	*	
4. Enter the anticipated 10% set-aside for Professional Development:	44,477	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_100%\_\_\_\_\_

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

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

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

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

**The policy and compact: provided to Parents on January 31, 2011 at the monthly parent association meeting.**

**Public School 100**  
***Partners in Excellence***  
**2010-2011 School Compact**

It is our belief that student's performance will improve because of our cooperative efforts to support this compact. This is a three-way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibilities.

**Parent Agrees to:**

Support the learning environment in the following ways:

- Reach out to teachers/ administration for student update.
- Provide a quiet place to do homework.
- Study areas should be well lit and well equipped with pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist- respond to phone calls, letters home in a timely manner.
- Sign and return all papers, notices forms, and homework that require a parent or guardian's signature.
- Encourage positive attitudes toward school.
- Require regular school attendance and punctuality.
- Attend parent-teacher conferences.
- Attend parent workshops.
- Attend parent association meetings.
- Classroom incentives for parent participation during PA meetings- working with the school administration to determine appropriate incentives that could be purchased by the PA and provided to classrooms.
- Be respectful of the school day- avoid picking up my child early when possible
- Be respectful of the bus- Be present every day when my child gets dropped off by the bus
- Be respectful of the teacher- Make an appointment to speak with a teacher, avoid speaking with the teacher during the course of the school day while children are being supervised.
- Provide important medical information about their child to the teacher/school based support team
- Maintain professionalism when speaking with or about school personnel
- Avoiding speaking negatively about school personnel in front of a child
- Maintaining an environment at home free of vulgar language, inappropriate behavior, or fighting. Children learn from the environment in which they are exposed to.

## **Student Agrees to:**

Share the responsibility to improve academic achievement and achieve the high standards. Students will:

- Ask the teacher any questions about the homework/classwork
- Take home materials and information needed to complete the assignment.
- Complete homework in a through, legible, and timely manner.
- Read every night for 30 minutes.
- Return homework on time.
- Give to my parents or guardian all notices and information received by me from my school every day.
- Return signed forms, notices and homework that require a signature in a timely manner.
- Return signed homework when teacher requests.
- Review and follow all school rules.
- Attend school regularly.
- Respect the personal rights and property of other.

## **PS 100 Agrees to:**

- Provide feed back to district to acquire user friendly SLT/Title 1/Parent Involvement handouts.
- Provide a quality educational program to meet each student's academic, emotional, and social needs.
- Provide a safe environment for students to learn.
- Provide parent workshops in academic areas so parents may better assist their children at home.
- Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children progress.
- Provide opportunities for scheduled meetings throughout the year.
- Distribute PA meeting notices to parents in a timely manner.
- Provide information to parent involvement initiatives during morning announcements to remind students to share information with parents.
- Provide high – quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Parent-teacher conferences held twice a year once in the Fall and once in the Spring.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities including: Parents may volunteer, participate, and observe classroom activities, lunchroom duty, art studio and tutoring students with Learning Leaders program throughout the year.
- Provide parents with reports on their children's progress. The school will provide teachers with report cards and administration will review the teacher feedback prior to it being distributed to parents. The goal will be to maintain a partnership between the home and school with regards to academics.
- Recognize that students are accountable for every assignment.
- Respect cultural, racial, and ethnic differences.

- Respect the personal rights and property of others.
- Advise parents of initiatives in place at P.S.100 by distributing notices to parents, open house for parents, and responses to questions in a timely manner. The parent coordinator will assist the school administration in determining what is considered a reasonable response to a parent request or concern.

**Public School 100  
Partners In Excellence  
Parent Involvement Policy  
2010-2011**

The P.S. 100 Parent Involvement Policy reflects the philosophy of District 8 with respect to promoting the achievement of every child.

This Parent Involvement Policy, developed jointly with parents of participating children, Parent Association leaders, school volunteers and school staff incorporates the goals of the P.S. 100 school/community.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of SWP Committee and School Leadership Teams.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Family Mathematics, Family Literacy, Reading, New York State/Assessments.
- Regular written communication reflecting on-going day to day activities in the school be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- Workshops will be held to review individual student data and the Annual School (city/state) Report regarding student and school achievement.
- Parents will be provided a District approved “Code of Behavior,” and will review the code and have students adhere to its principles.
- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2<sup>nd</sup> grade students for 15-30 minutes per day and to have students in grades 2-4 read by themselves 20-30 minutes per day.

•Parents will communicate with their child’s teacher regarding educational needs through:

- a) review of student homework on a daily basis, and signing work after parental review.
- b) attending regularly scheduled parent/teacher conferences.
- c) meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress.
- d) attending annual “Curriculum Conference.”

•Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.

•The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.

•Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. Cultural heritage celebrations will assist in heightening students’ self esteem, and by having them going gain a greater appreciation of themselves and others.

•A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at Public School 100.

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

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

## **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.

All students receive a reading assessment when entering as a new student into our school. This assessment is: EKWALL Shanker Reading Inventory. During the school year, all students reading levels are assessed at minimum twice a year to determine their Fountas and Pinnell Reading level. This information is utilized to inform their guided reading group. Student performance data that is analyzed throughout the year includes: WRAP, Acuity, ECLAS, State Math and ELA (3<sup>rd</sup>-5<sup>th</sup>), State Science (4<sup>th</sup>), DRA, and ESL performance indicators.

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

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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.
  - Are consistent with and are designed to implement State and local improvement, if any.

Through guided reading, students are grouped by their reading level and specific learning opportunities are provided to meet their individualized needs. Within a class of 24 students, this provides an opportunity for students of all different abilities to engage in appropriate instruction.

From 8:05-8:40 each day, tutorial takes place within our school in which out of classroom teachers are partnered up with classroom teachers. During this time, enrichment activities are offered to students that are performing at higher levels within English Language Arts through the use of "Write Source" curriculum. Our lower performing student (based on formative assessment data) are provided with smaller group instruction.

AIS is another service that is provided to students that are performing below level. During our extended day program, we have provided an opportunity for enrichment in grades where our lower performing students have appropriate services and there is still room for more children.

### 3. Instruction by highly qualified staff.

Prior to staff being hired into PS 100, teachers take part in a two step interview process. This interview process includes a site interview and sample lesson. Teachers are expected to collaborate often with colleagues and be open to sharing their best practices. Opportunities to visit each other's classrooms and take part in targeted professional development are important aspects in ensuring that highly qualified staff are working within our school. In addition, each year the Principal provides a staff handbook (revised and informed in coordination with UFT, Instructional Cabinet, and school administration). This handbook provides information regarding school procedures.

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. During professional development days, staff conferences, grade meetings, common planning periods, and other afforded opportunities, the school's Principal works with members of the Instructional Cabinet to provide elective opportunities for professional development for all personnel that work with our students. The State's academic standards are reviewed prior to observations with teachers, and used as a framework for planning units of study for students across all grades.

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

Last year, our BEDS Survey indicated that 100% of our teachers are highly qualified. Our school administration works closely with our Learning Support Organization as well as the Human Resource Department at the Integrated Service Center to ensure that licensing of teachers is always kept up to date. In addition, teachers are assigned to roles and positions within the school that they are certified to be teaching.

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

Throughout the school year, our school offers many opportunities for parent involvement including family literacy night, test awareness meetings (Social Studies, ELA, Math) and ESL workshops for parents. Our Parent Association also works closely with the school administration and parent coordinator to ensure that parents are kept informed about professional development opportunities, most recently including ARIS training held within our school on five separate days for parents of all of our students.

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.

Our school's PreK program transitioned from having two half day programs into one full day program after recognizing that attendance was low for our half day programs and a full day program would better meet the needs of our community. Our parent coordinator outreaches to parents throughout the year to provide information regarding PreK and maintains a waitlist in the event that the PreK is full. Once a child transitions from early childhood into our kindergarten and 1<sup>st</sup> grade, the child takes part in a screening process with one of our academic intervention specialists or an AP or Principal to determine their current level of understanding (EKWALL Shanker Reading Inventory). This information is used to inform the receiving teachers of the current level of understanding that a child has when they are entering the classroom. From there, appropriate grouping of students can be considered.

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.

Each week, an Instructional cabinet meets to review school level data and discuss appropriate next steps. Our Instructional cabinet is comprised of: 3 ELA AIS, 1 Math AIS, 1 Math Coach, 1 Literacy Coach, 3 Assistant Principals, 1 IEP teacher, Principal. The team reviews agendas for professional development, meets with sales personnel from book vendors, meets with potential educational consultants and represents a sampling of professionals that are fully aware of the learning needs of our students.

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.

Each day, teachers provide homework assignments for all students within our school. The homework is an extension of the learning that takes place during the school day and is an opportunity for the teacher to gauge the level of comprehension that each child has related to the topic of instruction. Our weekly Child Study Team (CST) includes: our psychologist, social worker, guidance counselor, SETSS provider, speech teacher, AP's and Principal. This is an opportunity for a teacher to provide information to the team regarding a challenge that a child is encountering with specific interventions that they have provided. As a follow up the CST makes recommendations for next steps which may include but are not limited to: at risk academic services (AIS), at risk counseling, speech, occupational therapy, physical therapy, or a possibly evaluation with parental consent. In addition, teachers maintain parent contact logs which demonstrate our school's commitment to communicating effectively with parents as our partners in providing support for all of our students.

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.

With the wide variety of support provided to our school through the funding made possible at the Local, State, and Federal level our school understands the importance of coordinating efforts of all of our staff members to ensure that specific needs of all of our students are met and where we have needs for outside support, communication take place outside of our school to our Learning Support Organization as well as the Integrated Service Center.

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			444,772	✓	Goals- pg 17-21
Title I, Part A (ARRA)	Federal	✓			404,372	✓	Goals pg 17-21
Title II, Part A	Federal	✓			480,139	✓	Goals pg 17-21
Title III, Part A	Federal	✓					
Title IV	Federal						
IDEA	Federal	✓					
Tax Levy	Local	✓			3,689,936	✓	Goals pg 17-21

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.)  
10 students
2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing are provided with support to either secure bus transportation or a metro card. In addition, our counselor is available to provide at-risk counseling to a student experiencing a challenge with transition or other concern related to living in temporary housing. Many of our families provide notice to the school of concerns or challenges that they are experiencing and remain in communication with the child's teacher and administration as to how we can be support their child.

### **Part B: FOR NON-TITLE I SCHOOLS**

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



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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 100 Isaac Clason					
<b>District:</b>	8	<b>DBN:</b>	08X100	<b>School</b>		320800010100

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	27	18	17		92.0	91.9	91.4
Kindergarten	99	71	96				
Grade 1	116	129	86	<b>Student Stability - % of Enrollment:</b>			
Grade 2	126	103	121	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	127	122	108		93.0	91.9	91.5
Grade 4	120	134	125				
Grade 5	107	119	135	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.1	87.5	87.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		44	71	77
Grade 12	0	0	0				
Ungraded	0	3	2	<b>Recent Immigrants - Total Number:</b>			
Total	722	699	690	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	57	56	61	Principal Suspensions	15	21	41
# in Collaborative Team Teaching (CTT) Classes	34	50	54	Superintendent Suspensions	11	12	14
Number all others	58	48	41				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	63	63	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	9
# receiving ESL services only	60	46	TBD				
# ELLs with IEPs	6	18	TBD	Number of Educational Paraprofessionals	3	4	11

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.4	100.0	100.0
				% more than 2 years teaching in this school	61.9	74.6	88.9
				% more than 5 years teaching anywhere	34.9	47.6	65.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	90.0	93.7
American Indian or Alaska Native	0.4	0.3	0.4	% core classes taught by "highly qualified" teachers	93.0	100.0	93.1
Black or African American	42.2	41.5	39.7				
Hispanic or Latino	56.0	55.4	58.4				
Asian or Native Hawaiian/Other Pacific	0.7	0.6	0.9				
White	0.6	0.6	0.6				
<b>Male</b>	51.8	52.8	55.1				
<b>Female</b>	48.2	47.2	44.9				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	35	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	21						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 18</b>	District <b>08</b>	School Number <b>100</b>	School Name <b>Isaac Clason</b>
Principal <b>Chad Altman</b>		Assistant Principal <b>Tania Sanchez</b>	
Coach <b>Mrs. Barinas / Literacy</b>		Coach <b>Mrs. Ban / Math</b>	
Teacher/Subject Area <b>Mrs. Golas / Reading</b>		Guidance Counselor <b>Mrs. Jakubowski</b>	
Teacher/Subject Area <b>Mrs. Larivee / ESL Teacher</b>		Parent <b>Tasha Harris</b>	
Teacher/Subject Area <b>Mrs. Cortez / ESL Teacher</b>		Parent Coordinator <b>Linda Faix</b>	
Related Service Provider <b>Mrs. McMillian</b>		Other <b>Ada Torres / AP</b>	
Network Leader <b>Irene Rogan</b>		Other <b>Carlos Natal / AP</b>	

### 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	<b>3</b>	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	<b>695</b>	Total Number of ELLs	<b>64</b>	ELLs as Share of Total Student Population (%)	<b>9.21%</b>
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## Part II: ELL Identification Process

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

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

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

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.

P.S. 100 is an urban PreK-5th grade school located at 800 Taylor Avenue, Bronx. According to the Annual School Report the student population is 54 percent Hispanic, 44 percent black, and 0.3 percent white, and 1.7 percent Asian and others. The native language of the majority of our ELL population is Spanish. We have a small number of other languages spoken in the building; they are Afrikaans, Snoike, TWI, Vietnamese, Arabic, and Bengali.

The HLIS is administered by a pedagogue during registration to all newly enrolled students to NYC school system. If a student transfers from another NYC school the initial HLIS will be referred to from the previous school. ATS is accessed to determine the students home language. An informal interview is conducted on all new admits in English and in the Native language by a pedagogue. If a new student is found to be eligible for testing, one of the ESL teachers administers the LABR within ten days of admission. The Spanish LAB is administered if the home language is Spanish. ELL teachers hand score the LABR tests. Scores are kept on file.

The NYSESLAT results are analyzed at the beginning of the school year. If a student continues to be eligible for services, a parent letter is sent home in the native language describing the continuation of services. Copies are kept on file in the main office. NYSESLAT results are reviewed to determine areas of growth, interventions that need to be put in place, and grouping of students for small group instruction.

The results of the LABR determine if an eligibility or non eligibility letter is sent home to parents. Letters are sent home in their native language. Letters are kept on file. Students who are eligible for services are sent home with letters informing their parents of a parent orientation. Every parent of an ELL child is given the opportunity to attend a parent workshop/orientation. The orientation takes place within ten days of enrollment. The parents have the opportunity to learn about all program models that their children are entitled to. After watching the video parents will be asked to fill out the parent survey form and the parent selection form. Their children will be placed accordingly. If parents are unable to attend a workshop the ESL teachers will meet with the parents on an individual basis to ensure their knowledge of all program models that are available to their child. If a parent is unresponsive the ELL teachers will continue to reach out with phone calls and letters always keeping a log. The students default placement will appear as Transitional Bilingual as per Cr Part 154. Interpretation services are provided at all meeting.

The results of the parent selection forms are reviewed. Students are placed accordingly. If 15 or more students across two grades request Bilingual or Dual language programs a class will be opened. This year the parent survey indicated that parents are overwhelmingly interested in the ESL model that is in place. The present numbers for 2010/2011 are (Kindergarten 6 ESL, 1 Dual Language, 1 Transitional Bilingual) (First Grade 8 ESL, 1 Transitional Bilingual) (Second Grade 10 ESL, 1 Dual Language, 2 Transitional Bilingual) ( Third Grade 8 ESL, 2 Dual Language) ( Fourth Grade 5 ESL) (Fifth Grade 3 ESL) (All others are mandated by IEPs) - At the present time we do not have enough interest to sustain a Dual language or Bilingual program at our school. We keep track of all parent requests and track noticeable changes and plan accordingly. If a parent is interested they are provided with information about local Bilingual and Dual language programs their child can attend. We will keep the existing ESL push-in/pull-out model in place for the 2010-2011 school year, which is aligned with parent choice.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	52	0	10	12	0	5				64
<b>Total</b>	52	0	10	12	0	5	0	0	0	64

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	10	12	15	7	8								60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					3	1								4
<b>TOTAL</b>	8	10	12	15	10	9	0	0	0	0	0	0	0	64

# 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 will be evaluated every year by looking at student progress over time, articulating with classroom teachers, and through informal observations. If progress is not being met changes will be implemented to reinforce instruction for ELLs. Our ESL program is modeled as a push-in/pull-out program. The ESL teacher pushes into the classroom or pulls out students according to state mandates. Beginner and Intermediate students are given 360 minutes of instruction per week and the advanced students are given 180 minutes per week of ESL instruction. Native language supports are provided through native language materials in the ESL library and through the pairing of ELLs with students who speak the same native language. Students are grouped by grade and academic needs. Student groups will change throughout the year according to academic needs. The ESL teacher communicates with the classroom teachers on a continual basis to ensure proper support in all curriculum areas.

At this time we do not have a SIFE student. We are researching SIFE assessments and putting an action plan into place to meet the needs of SIFE students. P.S. 100 will identify a SIFE student through the review of their transcripts, family interviews, and completion of the HLIS. We will provide SIFE students with additional support and instruction. ESL and classroom teachers will provide intensive literacy and content instruction.(activate prior knowledge, provide a print rich environment, engage students in hands on learning, provide multiple experiences with vocabulary, have students work in cooperative groups, and provide systematic phonic instruction). Sife students will also have the opportunity to attend a tutorial program, an extended day program, and an after school enrichment program, which will enhance their learning experience.

Once a student discovers how far behind he/she is to their peers it can become a great source of frustration, because they are always chasing a moving target. Many SIFE students struggle with stress and need help with the cultural adjustment. In order to ease this transition the schools guidance counselor will provide counseling services for all SIFE students.

ELL students with less than three years of service will receive push-in/pull-out service. ESL teachers will work closely with the classroom teacher to support academic content area instruction through focused lessons using instructional strategies to accelerate ELL learning. The ESL teacher utilizes the following materials and strategies.

- Rigby's, *On Our Way to English*, which focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided instruction in English. There are three key strands based on content area standards, which help to differentiate instruction: thematic units, phonics, and guided reading. The program includes both informal and formal assessments.
- Hampton Brown, *Into English*, which focuses on language and literacy through content area instruction.
- Imagine Learning English Software Program, the program reinforces skills taught in the classroom. (phonemic awareness, letter recognition, phonic, vocabulary, reading fluency, listening, and comprehension skills) Every student is assessed and instructed at their

individual levels.

- Along with these programs ELLs are supported with a strong mix of resources which include: Getting Ready for the NYSESLAT, Lets Talk About It, Hooked on Phonics, and an ESL library which includes an assortment of culturally diverse books and books on tape.

Students receiving four to six years of ESL instruction. These students will continue to take part in the push-in/pull-out model. Students will receive additional targeted interventions.

\*ELL students will participate in Buddy reading to increase fluency.

\*AIS will provide select students with additional support through the use of “Soar to Success” by Houghton Mifflin and “Best Practices” by Options. Both programs are researched based interventions to help students who are below grade level in reading. It uses authentic literature, graphic organizers, and scaffolded support to accelerate students' reading growth.

\*In addition to these programs PS 100 has implemented “Imagine Learning” during Tutorial 4 days a week to support lower performing ELL students in school through the use of technology. Imagine Learning English provides differentiated instruction based on assessment results and adapts instruction to meet students' needs.

\*4th and 5th grade students will take part in a technology pilot program (Time to Know for 4th grade, Compass Learning for 5th) These programs are designed to support differentiated instruction.

\*ELL students will also be given the opportunity to attend after school enrichment programs throughout the school year focusing on ELA and Math.

\*All students in grades K-5 will be given the opportunity to access Raz-Kids an independent reading library in school and at home. Students can practice reading to improve reading comprehension and reading fluency anywhere with internet access.

\*Teachers in 1st – 3rd grade will have access to Reading A-Z and Vocabulary A-Z. Vocabulary A-Z increases vocabulary for ELLs by customizing vocabulary lessons using Marzano-based teaching units.

During Tutorial most classroom teachers in grades 1-5 will implement “Write Source” by Houghton Mifflin Co. Write Source will address the grammar needs of our English Language Learners. Grammar is an area our students have difficulty with on the ELL Periodic Assessment and the NYSESLAT.

\*During extended day ELL students will be provided with enrichment activities to support academic writing. Language Proficiency Intervention Kits, which highlight specific aspects of the writing process, will be utilized during extended day. These kits are aligned with national science standards.

\* Teachers will have access to Writing A-Z in 1st – 3rd grade. Writing A-Z provides activities at multiple levels that motivates students and strengthens their writing skills.

This year P.S. 100 does not have any long term ELLs. This school would address the needs of long term ELLs with focused instruction and extra support through AIS, tutorial, extended day, and after school programs.

ELLs identified as having special needs will receive mandated services as indicated on their IEP. IEP goals, and formal and informal assessment will determine focus of individualized instruction. Supplemental services such as after school, extended day, and Imagine Learning will be offered to support language acquisition.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



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?

Students who pass the NYSESLAT will be monitored for two years. The school monitors their state assessments, ELA predictives, Interim assessments, and sends out informal questionnaires to grade level teachers in order to track the growth of former ELLs. If a student is falling behind the following supports will be put in place -ESL classroom and teacher support will be added through the use of additional ESL materials and strategies, tutorial, after-school programs, and AIS will be requested and implemented according to need.

Title III, after-school programs are being offered to improve performance in reading, writing, listening, and speaking in English for our English Language Learners. After analyzing the ELL data from 2009-2010, P.S. 100 has decided to implement "Imagine Learning English" to meet the needs of our struggling ELLs. We define this as ELLs who have been receiving ESL services but have not achieved a year's growth according to AMO1 standards or still scored at a Beginner or Intermediate level on the spring 2009 NYSESLAT. These students will be given the opportunity to attend an after school program. P.S. 100 is looking for ways to close the achievement gap for ELLs. Imagine Learning English will enable us to support our struggling ELL students with differentiated instruction through a one-on-one instructor giving native language support, relevant and meaningful scaffolds, academic vocabulary and content area reading, all of which is vital to our ELL population. Along with a pretest and post-test the program includes periodic assessments and teacher reports which include up to the minute information on individual student progress. These reports can be used by the classroom teachers, ESL teachers, and the Inquiry team to track progress and to help with weekly and monthly planning meetings. P.S. 100 will use Imagine Learning English in a 1 ½ hour after school program two days per week for 28 weeks. The after school session will consist of 45 minutes of computer time with focused instruction, and 45 minutes for completing writing assignments, small group work, individual conferencing, and homework help.

The third, fourth, and fifth grade students will also have access to different after school academic enrichment programs. P.S. 100 will offer programs that focus on quality math and English instruction to help prepare students for the state ELA and math exams. The instructors have completed their 7 ½ hrs of ESL training. The instructors have been versed in ESL strategies which will enable them to increase reading and writing proficiency. These programs will run on Tuesdays and Thursdays for a total of 12 weeks.

### 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.

New teachers will receive 7.5 hours of mandated professional development in ELL methodologies to ensure they are prepared to meet the academic and linguistic needs of our ELLs. Teachers will attend professional development through the Office of English Language Learners or in-house through interactive study groups and workshops focusing of P.S. 100's ELL population. We will encourage our teachers to attend QTEL – Quality Teaching for English Language Learners, which is offered during the summer and throughout the school year.

ESL teachers will attend workshops and conferences offered by the Office of English Language Learners and Bronx BETAC. ELL teachers will turn-key pertinent information on staff development days and during grade meetings. Teachers will look at student work during professional development to assess methodologies and focus instruction. This year the CFN along with ESL teachers will conduct a study group which will look at ELL writing in order to further understand the needs of English Language Learners. The strategies learned during study groups and professional development will be implemented during classroom instruction to insure that ELL student's academic needs are being addressed.

## 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 involvement is vital to the success of our students and school. Our goal is to work as a team in the best interest of all students. Throughout the school year workshops will be conducted to ensure parental understanding of assessments, grades and curriculum. Parent involvement will be encouraged through Parent Workshops, which include:

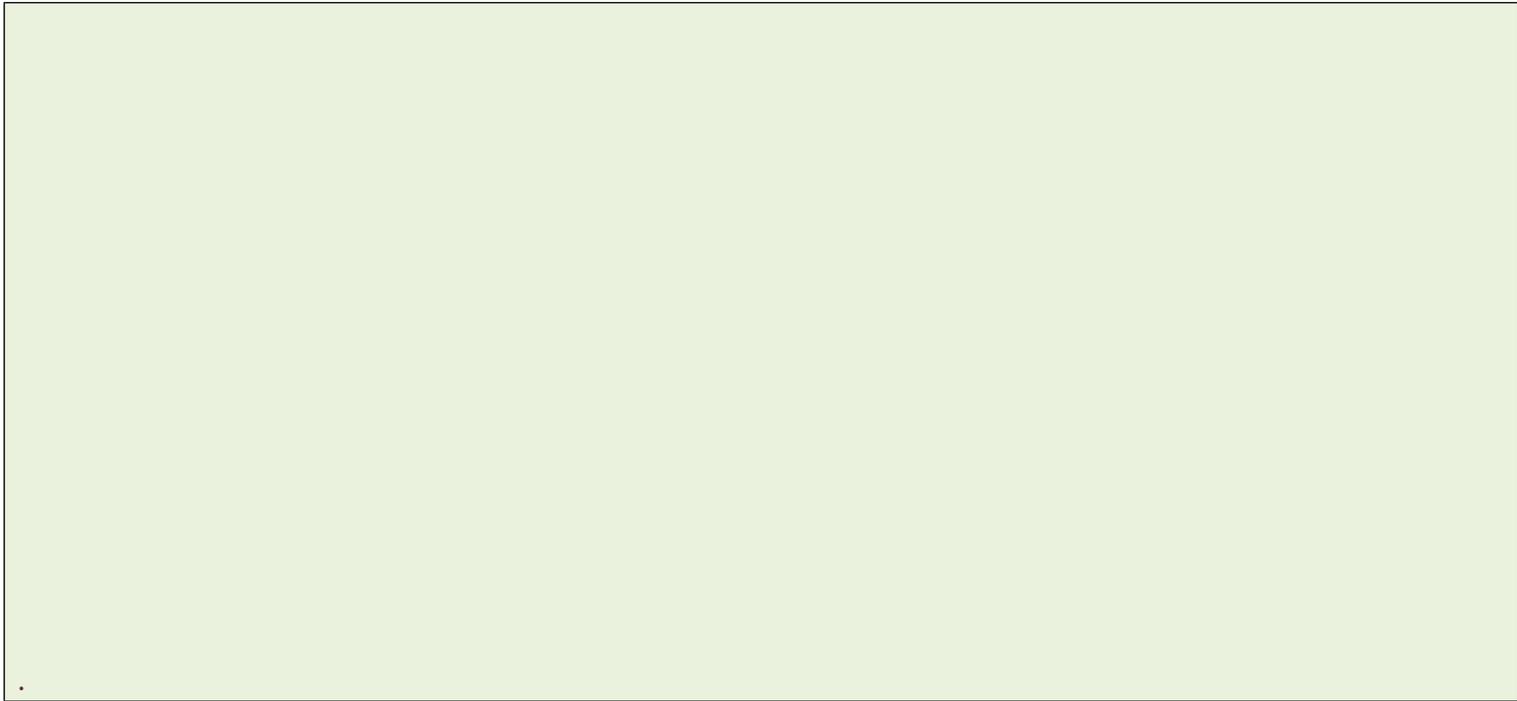
- Family Book Making
- Reading Readiness Pre-K through 1st grade
- Math
- Child Nutrition
- How to Prepare Your Child for the NYSESLAT
- How to Prepare Your Child for the ELA and Math State Exams Grades 3-5
- Lets Get Together Orientation for Pre K and Kindergarten
- Understanding PBIS
- How to Understand and Interpret Data in Aris and Acuity.

\*A Parent Support Center is located in the new library, which provides a rich array of supportive parental materials for home usage.

\* Translated materials are provided for ELL parents.

\*Interpreters will be available for all parent workshops.

Every year the Parent Coordinator will send out surveys to evaluate the needs of our parents and plan workshops accordingly.



# 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)	2	5	6	1	1	3								18
Intermediate(I)	0	4	2	7	4	4								21
Advanced (A)	6	1	4	7	5	2								25
Total	8	10	12	15	10	9	0	0	0	0	0	0	0	64

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2			7
4	5	3			8
5	3	2		1	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	8	1		1	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		4						8
4	5		3						8
5	1	1	4	1			1		8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	6		3				1		10

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	2			2				5
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

**Learn sessions.**

An analysis of recent LABR and NYSESLAT data by our ESL teachers indicates that a majority of our ELL students need assistance in the area of reading and writing. Our students scored higher on the listening and speaking sections of the NYSESLAT. According to the most recent ITA, Predictors, and ELL Periodic Assessments data ELL students should receive targeted instruction in the following areas: meaning through context, main idea, root words, prefixes, and suffixes. Analyzing the results of these assessments assists teachers in focusing instruction.

According to the results of the 2010 ELA most of the ELL students who did not pass the NYSESLAT are scoring 1s and 2s. Interventions and instructional strategies for newcomers and special education students need to be studied in order to meet the needs of these students.

A school wide initiative in balanced literacy will continue this year. The school will work closely with ELL specialists from the CFN and literacy coach to enhance instruction for our ELL population. This will ensure a uniform 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		