



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOLNAME** PS 100 THE CONEY ISLAND SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K 100

PRINCIPAL: KATHERINE A. MOLONEY      EMAIL: KMOLONE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Katherine A. Moloney	*Principal or Designee	
Joanne Bullaro	*UFT Chapter Leader or Designee	
Laura Torres	*PA/PTA President or Designated Co-President	
Joann Brenner	UFT Member	
Leslie Hall	UFT Member	
Tatum Metellus	UFT Member	
Kerri Roth	UFT Member	
Angela Acciarito	UFT Member/Para	
Michael Torres	Parent Member	
Timothy Schneider	Parent Member	
Lina Goldberg	Parent Member	
Roxanne Sharpe	Parent Member	
Sabina Correa	Parent Member	
Pricilla Santos	Parent Member	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 we will increase our Parent involvement/Communication to impact our student learning and achievement by offering a minimum of five Parent Conferences/Workshops conducted to inform parents of new Common Core State Standards and rigorous expectations as measured by increased attendance at these meetings.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
In a review of Learning Environment Survey and attendance sheets from workshops and PTA meetings, we saw a need for increased outreach and communication to Parents. Additionally, informed and involved Parents lead to better student performance and progress. This increase will impact student learning by engaging Parents in the knowledge of curriculum, grade expectations and core state standards and better assist with rigorous assessments and homework.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Activity 1:

  - a. Monthly Parent Workshops- We will offer a minimum of one Parent workshop/month. To include: ARIS, homework help, school goals, nutrition and health, The ELL Teachers will offer workshops for Parents of all students including SWDs and ELLs. Additionally, we will offer Grade/Curriculum specific meetings for Parents for a greater understanding of academic goal. These include, Kindergarten-“Off to a Good Start”, 5<sup>th</sup> Grade-“Middle School Preparation”, 4<sup>th</sup> Grade, “Looking at Science”, 3<sup>rd</sup> Grade, “NYS Exams”. All of these parent workshops will include a discussion of Common Core State Standards and City and State expectations (Task assessment and student evaluations).
  - b. Target Population: All Parents and Community members  
Responsible Staff: Parent Coordinator, specialized staff members (ELL Teachers, Physical Education teacher, Grade Leaders)
  - c. Discussions with Teachers, especially teachers of Students with Special needs and ELLs, to recommend topics for Parents. Planning also includes Teacher/Para, representatives on the SLT
  - d. September, 2011-June, 2012

Activity #2:

  - a. Monthly Breakfast With The Principal: To discuss school-wide issues including task assessment as recommended by the Dept. of Ed., policies and practices.
  - b. Target Population: All Parents and Community members  
Responsible Staff: Principal, Parent Coordinator
  - c. These topics are Parent driven.

d. September, 2011-June, 2012

Activity #3:

a. Learning Leaders to be trained for all/most classes including Special Education and those with ELL students.

b. Target Population: All Parents and Community members

Responsible Staff: Learning Leaders Organization, Parent Coordinator, Classroom Teachers, Administrators,

c. This was decided at the SLT with Teacher participation. Teachers will be involved in determining which students are in need of assistance from the Learning Leader as well as guiding the strategies/activities that would be best for those students.

d. January 2012-June, 2012 (note: training for Parents is scheduled for December 14-15, 2011.)

Activity 4:

a. Parent/Student Saturday Fun will be offered every other month. These will include an array of activities such as, Dance, Literacy/Art connection, Kitchen Science, Exercise and Nutrition, etc.

b. Target Population: All Parents and Community members

Responsible Staff: Parent Coordinator, Principal, selected Staff Members.

c. Discussions with Teachers, especially teachers of Students with Special needs and ELLs, to recommend topics for Parents. Planning also includes Teacher/Para representatives on the SLT

d. December, 2011-June, 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Coordinator Workshops
- Parent Teacher Conferences
- Parent /Student Saturday Fun
- Mid Year Student Progress Report
- Breakfast with the Principal
- School Open Door Policy with Administrators
- Translation of Parent Documents (in-house translators as well as volunteer parent translators)

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to implement all school programs, P.S. 100 employs certified teachers who are willing to learn new ideas and strategies. New strategies and programs are researched and approved by the instructional team. When new programs are given to the staff, professional development is given so that teachers can implement these programs and strategies into their classrooms. Grade Leaders work with the teachers so that they become proficient using the "Reading Streets Program" which allows students to reach high standards in all areas. All teachers participate in staff development so they will be trained in the programs which are aligned with State and City standards. Outside consultants are brought into the school to provide teachers with new strategies and programs. In addition, teachers visit schools where new strategies, programs and materials (i.e. Smart boards) are successful. Highly Qualified funding to reimburse teachers for additional course is always available.

### Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Learning Leaders
- Junior Achievement Teaching Initiative Program-Dewey H.S.
- ESL for Parents-Shorefront Y
- Affiliations with Brooklyn College and Touro College assigning student teachers.

### Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Principal (TL Funds)
- Assistant Principal (TL/Title I)
- Parent Coordinator (TL Funds)
- OTPS for consumable materials (TL)
- Instructional materials that support initiative (TL, Title I1, Title III)
- Parent Workshops (Title 1 Funds/TL Funds)

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012 PS 100 will improve teacher effectiveness by having Administration meet with all Teachers at least four times on a focus of Best Practices in Teacher Methodology ( Questioning Skills, Instructional Preparation, Classroom Management Techniques, etc) as measured by these visitations and meaningful feedback sessions of these low inference observations.**

### Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After reviewing the Learning Environment Survey and a Teacher Reflection Survey related to teacher styles, best practices, and teacher needs, the school is implementing this goal. Administrators and staff have received PD on the protocol for low inference teacher observations and Administration/Teacher Conferences. Information on Teacher Methodology was presented at Faculty Meetings And SLT meetings. This will assist in directing teachers with a better understanding of best practices and will help increase student performance on State Assessment Tests and class work by raising the bar for teachers and students.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### Activity 1:

- a. School-wide self reflection- Teachers will complete a school-wide self-reflection utilizing a research based study.
- b. Target Population: all teachers in our school including Clusters, Funded and Special Education Teachers.  
Responsible Staff: School Administrators and Teachers;
- c. Ongoing Administration and teacher conversations, Teacher Survey and Feedback
- d. September 2011-June 2012

#### Activity 2:

- a. Professional Development- PD will be given on a research based model on Teacher Methodology (i.e. Introduction to Best Practices, Understanding the rubric exploring Teacher effectiveness criteria). In addition the Administration and the Coach will plan focused Professional Development Programs based on Teacher survey/input to support staff. PD will be supported by Network 605 Specialists.
- b. Target Population: all teachers including Clusters, Funded and Special Education Teachers  
Responsible Staff: Administration, Literacy Coach, Network Specialists,
- c. School survey to pick topics for PD
- d. September 2011-June 2012

#### Activity 3:

- a. Low inference teacher observations- The Administration will visit Teachers informally on targeted pedagogical criteria through the year offering meaningful feedback (including next steps/considerations)
- b. Target Population: all teachers including Clusters, Funded and Special Education Teachers  
Responsible Staff: school administrators
- c. Teachers will reflect on feedback and help develop next steps/considerations.
- d. September 2011-June 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  
- SLT Meetings
- Parent Teacher Conferences
- Parent Coordinator Workshops
- Breakfast with the Principal- Open Door Policy
- Mid Year Student Progress Report

- Annual Title 1 Parent meeting
- Translation of Parent Documents (in-house translators as well as volunteer parent translators)

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to implement all school programs, P.S. 100 employs certified teachers who are willing to learn new ideas and strategies. New strategies and programs are researched and approved by the instructional team. When new programs are given to the staff, professional development is given so that teachers can implement these programs and strategies into their classrooms. Grade Leaders work with the teachers so that they become proficient using the "Reading Streets Program" which allows students to reach high standards in all areas. All teachers participate in staff development so they will be trained in the programs which are aligned with State and City standards. Outside consultants are brought into the school to provide teachers with new strategies and programs. In addition, teachers visit schools where new strategies, programs and materials (i.e. Smart boards) are successful. Highly Qualified funding to reimburse teachers for additional course is always available.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Learning Leaders
- Junior Achievement Teaching Initiative Program-Dewey H.S.
- ESL for Parents-Shorefront Y
- Affiliations with Brooklyn College and Touro College assigning student teachers.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Principal (TL)
- Assistant Principal (TL, Title I)
- Coach (Title I)
- Teachers (TL, Title I)
- OTPS for consumable materials (TL)
- Professional instructional materials to support this initiative (TL)

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, all students (PreK-5) including SWD and ELL students, will complete at least one rigorous, culminating, Common Core Learning Standards task in literacy as measured by grade wide rubrics, student work and teacher assessments/observations.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After review of NYS ELA assessments, the Progress Report and future CCLS requirements, students need to show progress in Literacy by meeting Common Core State Standards utilizing a task assessment. The school will utilize the Performance Task Bundles based upon a unit of study. This is a new initiative by the Department of Education to meet the Common Core State Standards and will involve all students in the school including subgroups. By using a Performance Task Format the school will become prepared for the future of NYS ELA assessment, increase student progress and achievement across curriculum areas, and allow students to become college and career ready.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity 1**

a. Professional Development- Teachers will have dedicated Professional Development on Performance Task Bundle. Topics to be covered: Introduction to Task Assessment, Evaluation, and Task Construction. Teachers will continue to build their knowledge and application of CCSS. Teachers will have follow up Professional Development with an outside consultant.

b. Target Population: All teachers in grades Prek-5 including clusters, Funded and Special Education Teachers  
Responsible Staff: School Administrators, Coach, Network Specialists, Outside Consultant

c. Teachers will provide feedback on Performance Task and create rubrics.

d. September 2011-June 2012

#### **Activity 2**

a. Collaborative Team work on Performance Task Bundles-Teachers will work collaboratively using a cyclical approach of Assessment identification of Standards Task design, rubric construction, differentiated scaffolded lesson planning, observation of implementation of tasks, examination of student work, task assessment and reflection. Teachers will be provided with DOE sponsored unit work and other DOE instructional library support in order to work collaboratively.

b. Target Population All teachers in grades Prek-5 including clusters, Funded and Special Education Teachers  
Responsible Staff: School Administration, Coach, Network Specialists

c. Teachers will reflect on this process to enable them to enhance and refine curriculum mapping in the future.

d. September 2011-June 2012

Activity 3

- a. Purchasing student and teacher materials needed to complete Literacy Performance tasks including texts, computer software, etc.
- b. Target Population: All teachers in grades Pre-K-Grade 5 including Cluster, Funded and Special Education Teachers  
Responsible Staff: School Administration, Coach, Network Specialists
- c: Teachers will provide information on materials and trips needed to complete tasks
- d. September 2011- June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  
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- Parent Teacher Conferences
- Parent Coordinator Workshops
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**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  
- Learning Leaders
- Junior Achievement Teaching Initiative Program-Dewey H.S.

- ESL for Parents-Shorefront Y
- Affiliations with Brooklyn College and Touro College assigning student teachers

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Principal (TL)
- Assistant Principal (TL, Title I)
- Coach (Title I)
- Textbooks and Classroom materials to support this initiative (OTPS)- (TL)

**ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, all students (PreK-5) including SWD and ELL students, will complete at least one rigorous, culminating, Common Core Learning Standards task in Mathematics as measured by grade wide rubrics, student work and teacher assessments/observations.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After review of NYS Math assessments, the Progress Report and future CCLS requirements, students need to show progress in mathematics by meeting Common Core State Standards utilizing a task assessment. The school will utilize the Performance Task Bundles based upon a unit of study. This is a new initiative by the Department of Education to meet the Common Core State Standards and will involve all students in the school including subgroups. By using a Performance Task Format the school will become prepared for the future of NYS Mathematics assessment, increase student progress and achievement across curriculum areas, and allow students to become college and career ready.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
  - b) staff and other resources used to implement these strategies/activities
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity 1**

- a. Professional Development- Teachers will have dedicated Professional Development on Performance Task Bundle. Topics to be covered: Introduction to Task Assessment, Evaluation, and Task Construction. Teachers will continue to build their knowledge and application of CCSS. Teachers will have follow up Professional Development with an outside consultant.
- b. Target Population: All teachers in grades Prek-5 including clusters, Funded and Special Education Teachers  
Responsible Staff: School Administrators, Coach, Network Specialist, Outside Consultant
- c. Teachers will provide feedback on Performance Task and create rubrics.
- d. September 2011-June 2012

### **Activity 2**

- a. Collaborative Team work on Performance Task Bundles-Teachers will work collaboratively using a cyclical approach of Assessment identification of Standards Task design, rubric construction, differentiated scaffolded lesson planning, observation of implementation of tasks, examination of student work, task assessment and reflection. Teachers will be provided with DOE sponsored unit work and other DOE instructional library support in order to work collaboratively.
- b. Target Population: All teachers in grades Pre-K-Grade 5 including subject clusters and AIS teachers  
Responsible Staff: School Administration, Coach, Network, Specialists
- c. Teachers will reflect on this process to enable them to enhance and refine curriculum mapping in the future.

### **Activity 3**

- a. Purchasing student and teacher materials needed to complete Mathematical Performance tasks including texts, computer software, etc.
- b. Target Population: All teachers in grades Pre-K-Grade 5 including Cluster, Funded and Special Education Teachers  
Responsible Staff: School Administration, Coach, Network Specialists
- c: Teachers will provide information on materials and trips needed to complete tasks
- d. September 2011- June 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
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**Strategies for attracting Highly Qualified Teachers (HQT)**

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**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Learning Leaders
- Junior Achievement Teaching Initiative Program-Dewey H.S.
- ESL for Parents-Shorefront Y
- Affiliations with Brooklyn College and Touro College assigning student teachers

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Principal (TL)
- Assistant Principal (TL, Title I)
- Coach (Title I)
- Textbooks and Classroom materials to support this initiative (OTPS) (TL)
-

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	30	30	N/A	N/A	0	0	2	2
<b>1</b>	49	49	N/A	N/A	0	0	1	4
<b>2</b>	59	59	N/A	N/A	0	0	0	3
<b>3</b>	43	43	N/A	N/A	0	0	0	1
<b>4</b>	58	58	0	0	0	0	0	3
<b>5</b>	55	55	7	0	0	0	3	4
<b>6</b>	0	0	0	0	0	0	0	0
<b>7</b>	0	0	0	0	0	0	0	0
<b>8</b>	0	0	0	0	0	0	0	0
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Early Childhood Intervention –Teacher recommendation, ECLAS and parent requests are used to identify early childhood students (grades 1 and 2) who are at-risk of not meeting State and City standards. An Early Childhood Intervention Specialist works with these targeted children in small groups in a push-in/pull-out program. The Early Childhood Intervention Specialist uses a language- based approach to reinforce work taught in reading, writing, math, S.S. and science.</p> <p>At-Risk Special Education Teacher Support Services (SETSS-Resource Room) - Students who have failed to meet the promotional criteria (Level 1 students in reading) will have the opportunity to work with the SETSS teacher. The SETSS teacher utilizes the Wilson Language Program to promote reading achievement in grades 1-3. This program follows the Orton–Gillingham philosophy to teach reading.</p> <p>AIS Period- There is an AIS period embedded into the school day four times a week. This period is used for remedial instruction in reading as well as in the content areas. An additional staff member is present in the classroom to help provide additional support.</p>
<b>Mathematics</b>	<p>IEP/SETSS teachers- The IEP/SETSS teachers work with students in need once or twice a week.</p> <p>AIS Period- Students who are having difficulties in Math receive remedial instruction during the AIS period where additional staff allows for small group instruction.</p>
<b>Science</b>	<p>Students meet with their teacher or science cluster on their professional preps on a needs basis. Students who are having difficulties in Science receive remedial instruction during the AIS period. Students in need can work with the IEP teacher once or twice a week.</p>
<b>Social Studies</b>	<p>Students meet with their teacher on their professional preps on a needs basis. Students who are having difficulties in Social Studies receive remedial instruction during the AIS period. Students in need can work with the IEP teacher once or twice a week.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Students are identified by the PPT. Students in need of guidance meet with the guidance teacher once or twice a week in a small group. If needed, the guidance counselor will meet with a child individually</p>

<b>At-risk Services provided by the School Psychologist</b>	Students who are identified by the PPT meet with the school psychologist once a week, The school psychologist works with a child one on one. The school psychologist is also available to talk to a child on an emergency basis
<b>At-risk Services provided by the Social Worker</b>	Students who are identified by the PPT meet with the social worker once a week. These students meet with the social worker on an individual basis. Students who see the social worker may also see the guidance counselor
<b>At-risk Health-related Services</b>	Students can meet with the nurse to discuss health related issues (i.e. asthma) when needed.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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P. S. 100 TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

template is also available in the eight major languages on the DOE website at [http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm\\_](http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm_).) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School Parental Involvement Policy:

I. General Expectations

P.S. 100 agrees to implement the following statutory requirements:

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

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

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

- P.S. 100 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents elect members to the School Leadership Team. Parent members of the SLT help in the process of school review and improvement. In addition, the meetings have an open door policy so that all parents can attend meetings
- P.S. 100 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- P.S. 100 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by: coordinating with CBO's in assisting with vision/hearing testing, outreach to parents when offering early childhood workshops, welcoming Parents and new students to the school with orientations.
- P.S. 100 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be determined by meeting with the PTA on a regular basis (usually after SLT Meetings, encouraging communications before and after PTA Conferences and including a Parent representative accompany staff on a PASS Review.
- P.S. 100 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: continuing to conduct parent workshops offered by the math coach (math games, and training on math resources available through technology) and other subject specialists (health issues and early childhood topics). The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other

staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by inviting parents to faculty conferences to discuss neighborhood issues.

- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by continuing to conduct parent workshops offered by the math coach (math games, and training on math resources available through technology) and other subject specialists (health issues and early childhood topics). In addition, we will continue to call upon the assistance of our Parent Coordinator to develop communications with Parents.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by utilizing the translation services available to us by our PTA. These translations of school material have been an effective tool in maintaining communication on school-wide policies.

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership June minutes this policy was adopted by the P.S. 100 on June 1, 2011 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before second week of September.

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

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

parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

School-Parent Compact:

P.S. 100, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 100 will:

P.S. 100 holds a comprehensive assessment review each year in order to provide high quality curriculum and instruction. Programs, strategies and materials that have led to student success are continued and refined. New ideas are researched and introduced. Students receive additional support if they are in need of services. Professional development is provided to all teachers in order to maintain effective teaching.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

–parents are involved in conferences with teachers as per IEP's and on an as-need basis (i.e. holdover conferences).

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Parents may call and request conference time. Parents can leave messages for teachers to call them.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents may be able to volunteer to join the School Leadership team. They can participate in Back to School Day as well as visit classes during Open School Week.

Parents can volunteer to help during class trips. They are invited to watch the students' special performances (i.e. plays).

P.S. 100 will:

\*Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

\*Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

\*Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be

involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

\*Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

#### Parent Responsibilities

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

- Making sure that homework is completed.
- Making sure my child is on time and prepared everyday for school
- Talking with my child about his/her school activities everyday
- Providing an environment conducive for study
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Reading together with my child every day
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement or achievement
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning-pens, pencils, books etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respectful
- Follow the school's/class's rules of conduct
- Follow the school's dress code
- Ask for help when we don't understand
- Study for tests and assignments
- Read at home with parents

- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Jose De La Cruz/Wendy Karp</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>100</b>
School Name <b>The Coney Island School</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Katherine A. Moloney</b>	Assistant Principal <b>Paula Paolucci</b>
Coach <b>Tabatha Romano</b>	Coach
ESL Teacher <b>Lori Weiss</b>	Guidance Counselor
Teacher/Subject Area <b>Shirley Scherman/TESOL</b>	Parent
Teacher/Subject Area <b>Lori Buchbinder/TESOL</b>	Parent Coordinator <b>Cristina Tozzi</b>
Related Service Provider <b>Joann Brenner/ SETSS</b>	Other
Network Leader	Other

### C. Teacher Qualifications [i](#)

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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>721</b>	Total Number of ELLs	<b>97</b>	ELLs as share of total student population (%)	<b>13.45%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The steps taken at PS 100 for an initial registration are as follows:  
Letters are sent home to all students in our school to advise parents of upcoming registration dates for all new incoming Kindergarten students for the following year. The letter indicates that parents should call to make an appointment with the school secretary. The pupil accounting secretary makes appointments to do the initial registration. If a parent needs an interpreter one will be provided for them. We have staff members who speak languages other than English. These appointments are scheduled before the school day begins or during one of our ESL teacher's preparation periods. In addition to the new Kindergarten registrants, any student who is new to our school system will have an informal interview upon registration. One of our licensed ESL teachers, Lori Weiss or Shirley Scherman, are available to ensure that an informal interview is conducted with the parents for the Home Language Identification Survey. At this time it is determined whether or not the student will be eligible to take the LAB-R as well as the Spanish LAB-R. If the student is eligible, the ESL teachers explain to the parents that their child will be tested. If a student is eligible to take the Spanish LAB-R, one of our Spanish speaking pedagogues will administer the Spanish LAB-R. The ESL are present as proctors during this process. Parents are made aware that an annual assessment, The New York State English as a Second Language Achievement Test, is conducted in the spring to determine whether or not the student continues to be eligible for ELL services. Letters of entitlement or non-entitlement are sent home (in English as well as their preferred language) after determining the students LAB-R or NYSESALT scores.
2. In order to ensure parents have a clear understanding of programs after it is determined that their child/children are entitled to services; our certified/licensed teachers along with our parent coordinator, Cristina Tozzi, and other school staff members who serve as interpreters, conduct a parent orientation meeting. This meeting is held within the first 10 days of school. Entitlement letters are distributed, in English as well as their preferred language, along with a Parent Survey/Selection Form. At this meeting, the parents are provided with information about bilingual/ESL services. The parent brochure, A Guide for Parents of English Language Learners, is distributed at the meeting. It is explained to the parents that they have an opportunity to select a program that best fits the need of their child. All three choices, Transitional Bilingual, Dual Language, and Freestanding English as a Second Language, are explained. We provide the parents the opportunity to watch the orientation video on a Smart Board. Parents are then given the opportunity to ask questions and decide on the program that is right for their child. It is explained that a bilingual class can be provided if there are 15 or more students in two consecutive grades. Parents are also informed that if they do not choose a program their child will be placed in a Transitional Bilingual program, if it is available. The Parent Survey/Selection Form is distributed and filled out at that time. A parent may opt to fill the form out at home and it is asked that they return it the following day. If a parent does not return Parent Survey/Selection Form or is unable to come to the Parent Orientation meeting, the ESL teachers or Parent Coordinator will call the home or see the parent as the class is being dismissed. Parent Orientations are held throughout the year as needed based on continued enrollment.
3. To ensure that entitlement letters are distributed the ESL teachers use the NYSESALT /LAB-R History Report as a check off guide along with the ELL Admissions Program Data form. Each student that is LAB-R eligible is recorded on the Admissions data form. As letters are distributed and returned the appropriate box is checked off. This is checked periodically throughout the year. Parents are informed at the Parent Orientation meeting that if a form is not returned their child will be placed in a Transitional Bilingual program, if it is available. It also states that on the Placement Letter (Appendix F) if a parent does not submit a Parent Survey and Selection Form,

Their child was placed on program availability and according to state regulations. The Parent Survey and Selection Forms are either returned the day of our Parent Orientation or to the classroom teacher. It is then given to the ESL teacher. The Parent Survey and Selection Form is the copied. One copy is placed in the student's cumulative folder and one copy is placed in the office.

4. Parent Survey and selection Forms are discussed at the Parent Orientation meeting (scheduled within the first 10 days of school); Parents make their selection at this time. Students who are new to PS 100 and identified as English Language Learners are placed in classes which are aligned with the Parent Survey and Selection Form. If a Parents's choice is not available at PS 100, Parents are given a list of schools providing the services requested. Entitlement letters, in English as well as in the preferred language, are then sent home. Letters of Continued Entitlement are sent home to the students who score below proficiency levels on the NYSESLAT and are in need of continuation of services. This is recorded on the ELL Admissions Program Data Form. Non-Entitlement/Transition letters are sent home to those students who have scored at or above proficiency levels on the NYSESLAT. Non-Entitlement letters are sent home to those students who were eligible to take the LAB-R, but score indicated that they are English proficient and is not entitled to receive services. Letters of placement is then distributed to those students who are in need of services. Parents are encouraged to call the ESL teachers and Parent Coordinator with any questions or concerns they may have about their child's placement. Interpreters are available to aid in communication with the parents.

5. In reviewing the Parent Survey and Selection Forms for the past few years, the trend in program choice is an overwhelming request for the Freestanding English as a Second Language program. This year (2011-2012) there are 23 students identified as English Language Learners in Kindergarten. All 23 parents returned their Parent survey and Selection form with ESL as their first choice. In years past we have had consistent findings. The parents in our community, although speak a language other than English, want their child/children learning English in a public school setting. Our parents feel that they will teacher their child/children their home language at their discretion.

6. The programs offered at PS100 are aligned with the parent's choice. As a result of the information provided on the Home Language Identification Survey, we find that the ELL population at PS100 consists mainly of Russian language speakers. Although most of these children, who enter our school in Kindergarten and First Grade, are born in America, they have limited English skills and are taught in their native language at home. Upon their entrance to school, the parents of PS100 students prefer that their child/children begin learning English and receive ESL services in conjunction with their daily classroom instruction.

## 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\*

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Push-In	5	4	3	1	1	0	0	0	0	0	0	0	0	14
<b>Total</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>15</b>							

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	78	0	11	18	0	7	1	0	0	97
<b>Total</b>	<b>78</b>	<b>0</b>	<b>11</b>	<b>18</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>97</b>

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	
	EL L	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								
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>									

**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	1	3	3	3	3	1								14
Chinese														0
Russian	20	22	7	4	2	10								65
Bengali														0
Urdu	0	1	2	0	2	0								5
Arabic		1												1
Haitian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish	1	0	1	0	0	0								2
Albanian														0
Other	2	2	3	0	1	2								10
<b>TOTAL</b>	<b>24</b>	<b>29</b>	<b>16</b>	<b>7</b>	<b>8</b>	<b>13</b>	<b>0</b>	<b>97</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. ESL Instruction is delivered using the Push-In/ Pull-Out method. We have one self-contained first grade ESL classroom.

a. At PS 100 all classes are homogenously grouped. We find that there is an advantage in grouping similarly skilled students together. It allows the teachers to target individual student needs and focus on texts and materials that is appropriate for their ability. We want to be able to challenge students not frustrate the struggling. Homogenous grouping allows our higher level students to advance at a faster pace and increase academic rigor. We have a self contained Special Education class in grade one. PS 100 has self contained Special Education classes that combine grades 1 and 2, 3 and 4, as well as grades 4 and 5. The ESL teacher's use the Push in Model to service most of the Special Education students. There are also Integrated Co- Teaching (ICT) classes in grades 4 and 5. The pull-out method for ESL instruction is used for these classes. The Self Contained Special Education students in grades 3, 4 and 5, who tested at the Intermediate Level on the NYSESLAT not only receive the recommended amount of time as per the CR-154 using the push in method for 6 periods a week, they are also intergraded with the General Education classes for 2 Periods a week which serves the allotted mediated time of 360 minutes per week.. The Special Education Students in grades 4 and 5 that have tested at the Advanced level on the NYSESLAT are grouped together with the General Education students using the Pull-Out method 4 periods a week. The Special

## A. Programming and Scheduling Information

Education students in grades 1 and 2 have ESL services using the Push-In model only, 8 periods per week.

b. The ESL teachers at PS 100 use a combination of the Push-In, Pull-Out method. The Pull-Out programs in grades 3-5 are ungraded and grouped according to proficiency levels. The Push-In models are used in the Special Education classes in Grades 1-5. The Kindergarten classes are grouped together according to their proficiency levels using the Push-In/Pull-Out method. When the ESL teachers are pushing in to the classrooms the students are of mixed proficiency levels. There is a homogenous first grade self contained ESL class which is of mixed proficiency levels.

2. There are three certified ESL teachers at PS 100. We have 2 Spanish bilingual paraprofessionals. One that assists a student in a first grade special education class and the other assists a student in a second grade self contained class. At PS 100 the General Education, as well as the Special Education students are pulled out of the classroom for small group instruction. The ESL teachers use the push in method to provide the prescribed mandated allotment of time. Students who score at the Beginner and Intermediate levels on the LAB-R and NYSESLAT receive 360 minutes of ESL instruction per week. The students who receive a score at the Advanced level receive 180 minutes of ESL instruction per week. At PS 100 each period is 47 to 50 minutes and there are 8 periods per day.

a. The instructional minutes delivered in program model are as follows:

Kindergarten students in General Education classes at the Beginner and Intermediate levels are receiving ESL instruction using the Push-In/Pull-out method. The ESL teacher delivers instruction consisting of 6 pull-outs, 3 times per week for 2 periods a day as well as push-in for 1 period 2 days a week. The Kindergarten students who are at the Advanced level have ESL instruction 3 times per week, 1 period pull-out three days a week and 1 push-in period, once a week.

The First Grade General Education students who are not in the self contained ESL class have ESL instruction 2 periods, 2 times per week along with the Kindergarten Beginner/Intermediate group. The First Grade General Education students who are not in the self contained ESL class and have tested at the Advanced level are delivered ESL instruction 1 period, 4 times per week using the push in method. ESL instruction is delivered to the First Grade Special Education students 2 periods per day, 4 days per week, using the push-in method. Grade 2 General Education students are all at the Advanced level and are pulled out for small group instruction 1 period a day, 4 times per week.

Grade 2 Special Education Students who have scored at the Beginner and Intermediate levels on the NYSESLAT and LAB-R exams are delivered ESL instruction using the push-in method 2 times a day, 4 times per week. The Special Education Students who are at the Advanced level are delivered ESL instruction 2 periods per day, 2 times a week, using the push-in method as well.

Grade 3, 4, and 5 General Education students who are at the Beginner and Intermediate levels are pulled out for small group instruction 2 periods a day, 2 times per week and 2 periods a day, 2 times a week with the Advanced 3 Grade students as well as the Special Education students in the third and fourth grade who are the Intermediate level.

Our third and fourth grade Special Education students who have tested at the Intermediate level have ESL instruction delivered 2 periods, 2 times per week through the pull-out method and 2 periods, 2 times per week with the Advanced 3 Grade students as well as the Beginner and Intermediate students in grades three, four and five.

ESL instruction is delivered to our fourth and fifth grade General Education and Special Education students who have tested at the Advanced level, using the pull-out method 1 period per week, 4 times per week.

3. All ESL classes are conducted in English with Native Language support from our bilingual paraprofessionals as well as some of our teachers and staff who are bilingual in the languages of our students. Content areas are delivered through group instruction using ESL methodologies providing strategies for comprehension. The English Language Learners at PS100 are supported with weekly lessons that scaffold comprehension instruction and vocabulary development. The ESL instructors will activate prior knowledge and build background. The ESL teachers provide picture cards and use the TPR (Total Physical Response) method to engage in active learning. To ensure language development is comprehensible the ESL teachers use a variety of strategies to use within their lessons. Some strategies include Word Play, using Juicy Sentences, Reconstruct Deconstruct, and Word Walls. The strategies mentioned have been learned and discussed during professional development workshops. We find them to be a useful tool to promote students in learning. The ESL teachers will work closely with the classroom teachers to plan lessons in order to increase academic rigor. The ESL teachers meet with the classroom teachers to develop reading, math, science and social studies lessons as well as appropriate homework assignments, which meet the needs of our students.

4. To ensure that our ELL's are appropriately evaluated in their native languages, bilingual dictionaries are provided as well as story books in our classroom libraries are translated into Spanish and Russian PS 100's primary languages. The New York State Math Exam is provided in their native language. The New York State Science Exam is orally translated by one of our Bilingual pedagogues. Some of the instructional materials in our reading program are translated into languages other than English which in turn not only supports the student but their families as well. One of the programs we use, Earobics (Cognitive Concepts), has a technology component and students are able

## A. Programming and Scheduling Information

to have instructions read in their native language.

5. In the ESL program, the General Education students as well as the Special Education students are pulled out of the classroom, as well as, the ESL teachers push into homogenous classes by grade level and placed in differentiated groups according to their scores on the LAB-R and NYSESLAT exams. In the pull-out program students are grouped together by proficiency levels.

a. At this time, PS 100 does not have any SIFE students.

b. Students who are enrolled at our school for less than three years as well as students who are new to the country and the English language are engage in lessons that will immerse them in social and academic language using pictures, tactile objects, visual cues and audio support. The newcomers at PS 100 will have extra support to work on their phonological awareness skills to enhance their academic performance to meet all State Common Core Standards. Teachers of ELL students and newcomers are encouraged to go on class trips to enhance social and academic language while giving them meaningful and rich life experiences. The use of laptops in classroom aids in supporting our newcomers and ELL's enrolled for less than three years. For those newcomers and ELL's enrolled for less than three years in the Early Childhood Grades will have additional support by the Funded Reading teacher. The Funded Reading teacher pushes into the Early Childhood grades to enhance their reading and grammar skills. Newcomers and ELL's enrolled less than three years are also supported by peers with in the classroom who aid in interpreters and translators.

c. The ESL and classroom teachers will look closely NYSESLAT scores, State Reading Exams, and Periodic Assessments to devise a plan for our ELL's who are enrolled at our school for 4 to 6 years. The teachers will work closely to plan lessons in order to increase their academic rigor and achieve goals set by both ESL teacher and classroom teacher. Together they plan during common preparation periods to develop Reading, Math, Science, Social Studies lessons as well as appropriate homework assignments. The ESL teacher will look at curriculum maps in order to develop lessons that align with classroom lessons as well as to meet with the Common Core Standards. These students are encouraged to participate in read-alouds, shared and guided reading as well as the writer's workshop model. There are electronic dictionaries in each classroom to aid the students.

d. The long term ELL's at PS 100 will be supported by our SETSS teacher (Special Education Teacher Support Services) as well as the ESL teacher. The SETSS teacher pushes into the classroom during our AIS period to increase academic gains. Long term ELL's participate in small group instruction with the ESL teacher to increase academic rigor. Long term ELL's will be paired with peer tutors. Instructional objectives for all students are constantly changing due to the progression of academic knowledge; differentiated instruction is taking place on a daily basis according to topics being covered.

6. In order to accelerate English language development for our ELL's in our Special Education classes the teacher's use a variety of strategies to enhance language development in academic content areas. All materials are on grade level to promote academic rigor. ESL teachers use the push in model where the use of small group instruction is in place to increase academic rigor as well as to meet academic goals set by the classroom and ESL teachers. The teachers will work together to develop lessons which will immerse the Special Education students in social and academic language using pictures, tactile objects, visual cues and audio support. The students will have support to work on their phonological awareness skills using the program, Foundations, published by Wilson. The Special Education classes are encouraged to go on class trips to enhance social and academic language while giving them meaningful and rich life experiences. The use of laptops and Smart boards in the classroom aid in supporting our Special Education students. Our first and second grade Special education students are also supported by Bilingual Paraprofessionals. They assist the students in the classroom with the transition to

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs are built into our reading and math programs that are used in the classroom. Reading Street, published by Scott Foresman, has an ELL component that helps a teacher develop effective lesson plans for the ELL student. The teacher's edition has ELL instructional strategies built into lessons. The program has vocabulary word cards and extends language activities. This is targeted to stimulate language production and reinforce target vocabulary. Small group activities include word cards to practice listening, speaking, reading and writing. Students and parents have access to a short summary of the next theme being addressed to the class in their home language. There are Spanish translations of this summary and can be translated into Russian by one of our bilingual staff members when needed. This is helpful for our students who are at the beginning and intermediate levels as well as our advanced students. This program supports every ELL student by scaffolding instruction to help students understand and respond to literature. The interventions in place for ELLs who are identified as beginner and intermediates, will receive isolated phonics lessons twice a week using a combination of "Into English Phonics" and "Earobics". The ELL students in K-2, receive phonics intervention using "Foundations". The ELLs and FELLs in Grades 3, 4 and 5 of all proficiency levels, are offered an after-school writing program called, "Write On!". This intervention targets deficiencies in reading, writing and comprehension. This intervention prepares our ELLs for the upcoming ELA and NYSESLAT exams. The students are placed in classes according to their proficiency levels. The Early Childhood Intervention Teacher assists the advanced and students who have recently scored above the proficient level in grade 1-3. The interventions targets strategies needed to improve reading comprehension, listening skills and EPAL preparation. This year at PS 100 there is a new math program, GO MATH!, published by Houghton Mifflin Harcourt. GO Math! is aligned to meet all the Common Core Math Standards. This program helps students achieve fluency, speed and confidence within each grade level. To help our ELL students this program comes with an ELL workbook that is used within the classroom. It is designed to help with key vocabulary needed to gain information, develop their communication skills, and develop higher order thinking and problem solving skills. The program engages the students in interactive digital manipulatives using the Smart Board along with having Write-On /Wipe-Off Math Boards to help students organize their thinking with visual models and graphic organizers. All ELL sub-groups receive intervention services in Math during PS100's AIS Period. Students are placed into small groups where the classroom Teacher is assisted by another an additional Teacher, including the ELL Teachers and our Bilingual Speech Teachers to help remediate all deficiencies in Math as well as content area (science and social studies). Students are given glossaries in English and their native languages to use during their content area instruction. In Grades 3-5, the Science Teacher groups ELL tudents according to their needs and, in order to develop concepts in this content area uses hands-on material. Students who are new comers are placed with a "peer buddy" to help translate and tutor whenever necessary. All classes are conducted in English.

9. Transitional support for our ELL's that have reached proficiency on the NYSESLAT will be addressed through differentiated instruction. Students will be grouped together during classroom time to work on the necessary interventions to achieve instructional goals. This year at PS 100 we have a designated AIS period, during this time the class is divided into groups based on classroom data to target school wide as well as individual goals in order to increase academic rigor. At this time the students are supported not only by their classroom teacher, they are supported by an out of classroom teacher for academic intervention services. During this time students who are in need of transitional supported are targeted during this period. The students who are former ELL's receive additional testing modification on standardized tests.

10. This year at PS 100 we are looking closely at our instructional goals to increase academic rigor. We are developing in our lesson plans with rigorous and meaningful academic goals to improve student performance. We are working on lessons to align content and performance with the Common Core Standards as well as looking across the curriculum and developing higher order thinking skills, practices and questioning for our ELL students. In order for our students to make progress, one of our goals is to develop a deep

## B. Programming and Scheduling Information--Continued

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

	Beginning	Intermediate	Advanced
<b>C. Schools with Dual Language Programs</b>			
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)?		
PS 100 does not have Dual Language Programs.			

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

<b>D. Professional Development and Support for School Staff</b>			
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)		
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?		
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.		
1.	<p>The ELL staff members attend all professional development that is available within our school building. Professional development workshops are conducted during common preparation times and through "Lunch and Learns", throughout the school year. The ESL teachers also attend workshops given through our Network with the ESL Instructional Support Specialists. Our ESL Instructional Support Specialist, will visit during the school year to conduct Professional Development not only with the ELL personnel, it is open to the entire staff to attend. The ESL teachers and staff will also participate in the Professional Development held on Election Day as well as Brooklyn Day.</p> <p>2. The staff of PS 100 is supported by the ELL specialists to assist ELL's as they transition from elementary to Junior High School by holding workshops with the Pupil Accounting Secretary, the Parent Coordinator and the Assistant Principal to assist in filling out the necessary paper work. The staff members are also available to guide students and parents in the direction that will best meet their academic needs. Interpreters are available to assist.</p> <p>3. Teachers new to PS 100 as well as the New York City Department of Education will participate in 7.5 hours of ESL training (10 hours of training for our Special Education teachers). Our staff members will participate in ongoing staff development workshops. The workshops will be conducted throughout the year to include issues regarding how The English Language Learners can meet the Common Core Standards. The ELL Instructional Support Specialist at PS 100 will work closely with the Literacy Coach, and school-based staff to create and conduct interactive workshops. These workshops will be held during grade meetings or at our "Lunch and Learns". At the "Lunch and Learns", teachers are invited to have lunch with the ESL teachers to discuss a topic. Teachers are advised to meet with the ESL teachers in order for them to become familiar with strategies and accommodations for their ELL students. The teacher workshops will include:</p> <p>Welcoming the New English Language Learner to your classroom; Planning lessons to include the English Language Learner in meeting Common Core Standards; ESL content areas and provide academic rigor; What types of questions can I ask to increase academic rigor for our ELL students; Writer's workshop for your ELL students; How do we get our ELL's to understand mathematical word problems; Planning lessons for the older ELL student; NYS testing mandates for ELL's and Planning for next year are some of the workshops that will be held this year for teachers.</p>		

**Native Language Usage and Supports**

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
1. How much time (%) is the target language used for EPs and ELLs in each grade?	100%	75%	50%
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?	100%	75%	50%
3. How do you evaluate the needs of the parents?	100%	75%	50%
4. How do your parental involvement activities work?	100%	75%	50%
5. Parent workshops are offered throughout the year.	100%	75%	50%
6. Workshops include: Working with Four Skills at a Time, 21st Century Learning and Technology, Integrating Learning Resources, and Preparing Your Child for the NYSESLAT. The ESL teachers are working together with staff members to develop a new website for parents to access. The website will provide links to helpful websites for parents to visit with their child as well as enable a parent to contact the ESL teachers via e-mail.	100%	75%	50%
7. PS 100 has partnered with The Shore Front Community Center to provide a safe and secure place for students to learn and play.	100%	75%	50%

## 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?

1. Parent workshops are offered throughout the year with the ESL specialists as well as the parent coordinator. Some of the workshops include, "Working with Your Child at Home", "ESL and Technology-Navigating Academic Websites", and "Preparing Your Child for the NYSESLAT". The ESL teachers are working together with staff members to develop a new website for parents to access. The website will provide links to helpful websites for parents to visit with their child as well as enable a parent to contact the ESL teachers via e-mail.

2. PS 100 has partnered with The Shore Front Y, the local community center to offer free ESL classes to parents of our students. The classes are held in our building after school. Our Parent Coordinator organizes this class and it has become very successful.

3. Parents of our ELL population are encouraged to call or e-mail the ESL teachers with any questions or concerns they might have in regard to their child. Parent surveys will be sent home asking for suggestions on what they would like to see presented at future workshops. Parent surveys are conducted at Parent Teacher Association meetings as well as School Leadership Team meetings.

4. Some of our parents have expressed concern with their lack of knowledge in speaking English. The ESL program that Shore-Front Y offers addresses these parental concerns. Every month a calendar is sent home to inform parents of upcoming events at school. The Parent Coordinator is available to answer any questions or concerns parents may have regarding their child. The Parent Coordinator has a lending library available for the parents along with brochures and pamphlets informing parents of ways to improve their child's education. These documents are available in several different languages. All parents have school information available to them through Global Connect, a telephone service that provides school information. Information is given via a message when a mass phone call is placed in the language of the parent's preference. At our monthly PTA meeting, we found that parents expressed an interest in volunteering at our school. Parents will be able to volunteer during school events such as our pumpkin sale, the Halloween dance, boutique sale and book fairs. We asked parents to volunteer to become a Class Parent. The Class Parent can assist with classroom events such as birthday parties and Publisher's Day (the students read their published writing piece to the class). Parents will be asked to become a "Learning Leader". A "Learning Leader", are volunteers that are trained by the Department of Education to assist in the building, helping at the security desk, lunchroom and reading with the children in the classrooms. Parents are asked to attend workshops to become a "Learning Leader". Parents will also then be available to assist those in the classrooms that are in need of interpreters and translators.

## B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs are built into our reading and math programs that are used in the classroom. Reading Street, published by Scott Foresman, has an ELL component that helps a teacher develop effective lesson plans for the ELL student. The teacher's edition has ELL instructional strategies built into lessons. The program has vocabulary word cards and extends language activities. This is targeted to stimulate language production and reinforce target vocabulary. Small group activities include word cards to practice listening, speaking, reading and writing. Students and parents have access to a short summary of the next theme being addressed to the class in their home language. There are Spanish translations of this summary and can be translated into Russian by one of our bilingual staff members when needed. This is helpful for our students who are at the beginning and intermediate levels as well as our advanced students. This

## B. Programming and Scheduling Information--Continued

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9. Transitional support for our ELL's that have reached proficiency on the NYSESLAT will be addressed through differentiated instruction. Students will be grouped together during classroom time to work on the necessary interventions to achieve instructional goals. This year at PS 100 we have a designated AIS period, during this time the class is divided into groups based on classroom data to target school wide as well as individual goals in order to increase academic rigor. At this time the students are supported not only by their classroom teacher, they are supported by an out of classroom teacher for academic intervention services. During this time students who are in need of transitional supported are targeted during this period. The students who are former ELL's receive additional testing modification on standardized tests.

10. This year at PS 100 we are looking closely at our instructional goals to increase academic rigor. We are developing in our lesson plans with rigorous and meaningful academic goals to improve student performance. We are working on lessons to align content and performance with the Common Core Standards as well as looking across the curriculum and developing higher order thinking skills, practices and questioning for our ELL students. In order for our students to make progress, one of our goals is to develop a deep understanding of student needs through classroom assessment and professional inquiry that will be shared by both classroom teacher and the teachers of our ELL students. The ESL teacher's roles at PS 100 will be to develop the skills needed to show academic gains, the ESL

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## 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.

## 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)?

PS 100 does not have Dual Language Programs.

## D. Professional Development and Support for School Staff

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

1. The ELL staff members attend all professional development that is available within our school building. Professional development workshops are conducted during common preparation times and through "Lunch and Learns", throughout the school year. The ESL teachers also attend workshops given through our Network with the ESL Instructional Support Specialists. Our ESL Instructional Support Specialist, will visit during the school year to conduct Professional Development not only with the ELL personnel, it is open to the entire staff to attend. The ESL teachers and staff will also participate in the Professional Development held on Election Day as well as Brooklyn Day.

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Welcoming the New English Language Learner to your classroom; Planning lessons to include the English Language Learner in meeting Common Core Standards; ESL content areas and provide academic rigor; What types of questions can I ask to increase academic rigor for our ELL students; Writer's workshop for your ELL students; How do we get our ELL's to understand mathematical word problems; Planning lessons for the older ELL student; NYS testing mandates for ELL's and Planning for next year are some of the workshops that will be held this year for teachers.

## 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?
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3. Parents of our ELL population are encouraged to call or e-mail the ESL teachers with any questions or concerns they might have in regard to their child. Parent surveys will be sent home asking for suggestions on what they would like to see presented at future workshops. Parent surveys are conducted at Parent Teacher Association meetings as well as School Leadership Team meetings.

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## 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)	21	9	4	1	2	2	0	0	0	0	0	0	0	39
Intermediate(I)	0	16	4	4	2	5	0	0	0	0	0	0	0	31
Advanced (A)	10	5	1	4	10	7	0	0	0	0	0	0	0	37
Total	31	30	9	9	14	14	0	0	0	0	0	0	0	107

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	0	0							
	I	7	1	1	0	2	0							
	A	12	10	3	1	1	2							
	P	13	18	5	7	12	11							
READING/ WRITING	B	13	3	1	0	1	0							
	I	10	0	2	3	3	0							
	A	5	13	4	3	8	4							
	P	5	13	2	2	3	9							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	3	0	9
4	2	8	1	0	11
5	2	7	3	0	12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	3	0	5	0	0	0	9
4	1	0	10	2	1	0	0	1	15
5	2	0	4	0	6	1	0	0	13
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	2	1	8	1	1	1	15
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. P.S. 100 uses ECLAS to assess early literacy skills. This tool gives valuable insight into ELL's phonemic awareness, phonics, reading and writing skills. From ECLAS, ELL teachers as well as classroom teachers pinpoint areas of weaknesses. For example, ELL teachers as well as classroom teachers are working with students on short vowel sounds which seem to be a problem area. Teachers can address these weaknesses during the AIS period. ELL students address phonics issues with small group instruction.

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name: <u>100</u></b>		<b>School DBN: <u>21K100</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katherine A. Moloney	Principal		10/12/11
Paula Paolucci	Assistant Principal		10/12/11
Cristina Tozzi	Parent Coordinator		10/12/11
Lori Weiss	ESL Teacher		10/12/11
	Parent		
Shirley Scherman/TESOL Teacher	Teacher/Subject Area		10/12/11
Lori Buchbinder TESOL Teacher	Teacher/Subject Area		10/12/11
Tabatha Romano	Coach		10/12/11
	Coach		
	Guidance Counselor		
	Network Leader		
Joann Brenner/Data Splst/SETTS	Other <u>Related Serv Prov</u>		10/12/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 21K100      **School Name:** PS 100-Coney Island School

**Cluster:** 6      **Network:** 605

**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.

An annual review of the Parent Selection and Program Survey and the Continuation of Service forms are used to assess P.S. 100 need for written translations and/or oral interpretations along with interviewing all children with a dual language background. In addition, the staff will review Language Survey forms to see which languages are prevalent in the building.

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.

Findings are discussed at a Faculty Conference, School Leadership Team meeting as well as a PTA meeting. A discussion is held on how to best serve our Multi-lingual population. The school notices (i.e. half day notices, school closings, trip forms) are being translated into Russian and Spanish, the two major languages of our school. Staff members are available to serve as translators in Russian and Spanish. A staff member can now translate school information into Urdu. Translation software is needed in the school to meet the needs of new immigrants. Notices and consent forms and letters are being translated into the different languages. We now have a school web-site through eChalk, which offers all posted information in various languages at Parents' request. This will enable us to share with Parents all DoE information, school-wide events and activities and schedules.

## 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.

At P.S. 100 the administrators, ELL teachers, bilingual staff members and members of the Parent Teachers Association met and discussed the need for written translation of all notices and forms. It was decided that all notices will be translated into the different languages by our staff and parent volunteers. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages. In addition, translation "apps" are available on the iPads of the Principal and Asst. Principal for use with translation needs.

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

We have a very active bilingual PTA who are willing to participate and are available for parent orientation meetings, parent-teacher conferences, school registration, parent-workshop, and telephone calls. At P.S. 100 there are many staff members who are bilingual and are willing to translate for administrators and teachers. We have staff members that speak Russian, Urdu or Spanish. Translated signs are posted by the security desk advising parents that translators are available, if needed. In addition, all parents are asked if they need an interpreter before meetings are started. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages. In addition translations"apps" are available on the iPads of the Principal and Asst. Principal for use with translation needs.

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>.

Staff and parent volunteers can interpret when parents need to communicate at parent conferences or on the phone. Translated signs are posted by the security desk advising parents that translators are available, if needed. In addition, all parents are asked if they need an interpreter before meetings are started. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages.

A majority of ELL students at P.S. 100 speak Russian. P.S. 100 is able to provide translation and interpretation service through our bilingual Russian staff.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 100-Coney Island School	DBN: 21K100
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one):    ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✳After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✳3    ✳4    ✳5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ELL after-school program provides reinforcement of grade goals to support the students in the upper grades (3-5) in their understanding of comprehension and writing skills in alignment with the new CCSS. This includes reading and writing of informational text. There will be 2 classroom teachers as well as an ELL teacher to service the program. The afterschool program will service all students in all proficiency levels. Teachers will use Conventions and Skills Practice Book, Empire State English Language Arts, Writing Performance Level Counts and Finish Line Reading for Common Core State Standards to teach writing and reading skills. The after-school ELL program uses English as the language of instruction. The program will run from November to May.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: During the school year professional development will be given on Professional Development days (i.e. Brooklyn-Queens Day) and during "Lunch and Learn" periods. Teachers will receive instruction on how to present curriculum and content area skills (i.e Science and Social Studies). The ESL Teacher will provide instruction to staff on ESL methodologies. ELL Instructional Support Specialists, Literacy Coach, Network Support Staff and school based support staff will conduct interactive sessions.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: During the school year, we offer Parent Workshops on a wide variety of curriculum/grade pertinent topics to ensure Parent understanding and support of our academic goals. As the Chancellor has stated, "Informed and involved Parents leads to better results for our students." This is very important for our Parents of ELLs in that it helps them understand student expectations.

**Part D: Parental Engagement Activities**

Additionally workshops provide immigrant Parents with the opportunity to meet other families in the area for support. Parents will also meet with the Teachers of ESL during the year for workshops specific to the needs of this population; i.e. "Tips on How To Help your English Language Learners at Home" and "Reading Together". Parents are notified of meetings with translated flyers/letters. Meetings are featured on our monthly School Calendar and email messages. Translators are always available for assistance.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

