



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_PS 100 ISAAC CLASON

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_08/x100\_\_\_\_\_

**PRINCIPAL:** \_\_\_CHAD ALTMAN\_\_\_\_\_ **EMAIL:** CALTMAN3@SCHOOLS.NYC.GOV\_\_\_\_\_

**SUPERINTENDENT:** \_\_\_TIMOTHY BEHR\_\_\_\_\_

### 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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Chad Altman	*Principal or Designee	
Gina Cambrelen	*UFT Chapter Leader or Designee	
Charisse Carter-Lewis	*PA/PTA President or Designated Co-President	
Sonia Suce	Member/Parent	
Naomi Hamilton	Member/Parent	
Regina Sanchez	Member/Parent	
Christina Rodriguez	Member/Parent	
Jennifer Ban	Member/Teacher	
Alicia Barinas	Member/Teacher	
Danielle Chiodi	Member/Teacher	
Sharon Mcmillian	Member/Teacher	
Sara Golas	Member/Teacher	
Tasha Harris	Member/Parent	

## **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**

**To strengthen the reading levels of our students. By increasing our student reading levels, it is expected that our 4<sup>th</sup> and 5<sup>th</sup> grade students will achieve at least a 3% gain in student performance in ELA that will be displayed in the NYC Report Card.**

### **Comprehensive needs assessment**

Reading comprehension is a priority area for improving student performance based on the fact that less than half of our 3<sup>rd</sup>-5<sup>th</sup> grade students are performing at a level 3 within ELA on New York State Assessments. Focusing on reading fluency will support academic growth in all subject areas. Teachers at PS 100 are trained on assessing student reading levels and parents will be provided with their child's reading level to bridge the support between home and school.

### **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) Students progress in English Language Arts will be measured through ELA simulated exams, informal assessments, guided reading (running records), and teacher observations. Data is collected and analyzed to drive instruction and group students to accommodate differentiated instruction. Teachers will formally assess and monitor student reading levels and develop flexible groups based on this information.
  - b) Students at PS 100 will be assessed at least three times per year using a research based reading level assessment such as Early Childhood Literacy Assessment System (ECLAS), Writing and Reading Assessment profile (WRAP), or Developmental Reading Assessment (DRA). Our teachers will engage in inquiry based work to review student performance and develop targeted interventions based on student needs.
  - c) Our school's Instructional Cabinet continues to strengthen the support offered to teachers designed to identify specific skills to target and resources needed to teach to these skills. Our instructional coaches design professional development for our teachers in order to share best practices and expose them to the most innovative strategies used to enhance student performance.
  - d) Teacher teams are provided with common planning periods in order to meet with administration as well as instructional coaches. On a weekly basis, teacher teams meet for 37 minutes for inquiry discussions. During this professional development time, our instructional approaches are reviewed and all instructional topics may be considered. These include, but are not limited to: curriculum maps, pacing calendars, student conference expectations, instructional cohesiveness, and student ownership over their own learning.
  - e) During the 2011-2012 school year, teachers will submit the reading levels of every child to the Principal at the beginning, middle, and end of the school year. An analysis of these results can be found on the display case outside of the main office.

**Strategies to increase parental involvement**

PS 100 will:

- Provide parents with student performance data for each child's academic progress
- Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children progress.
- Provide parents with reports on their children's progress. The school will provide teachers with report cards and administration will review the teacher feedback prior to it being distributed to parents. The goal will be to maintain a partnership between the home and school with regards to academics.

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

Our school continues to maintain rigorous hiring practices which include: interviews, demo-lessons, background check including contacting previous employers. 100 percent of our teachers are highly qualified for their positions based on an annual survey conducted for each school and posted within the our statistics page on the NYC school's website.

**Service and program coordination**

- Our school continues to strengthen our use of Positive Behavior Interventions and Supports (PBIS). As part of our work, students are provided with clear behavioral expectations designed around the four principles of being respectful, responsible, prepared, and safe.

**Budget and resources alignment**

- Title I funds have been utilized to staff our literacy coach, purchase additional books to supplement our classroom libraries, and purchase class sets of books for book clubs as well as authentic literature to be used within our classrooms. Fair Student Funding has been used to fund our AIS providers to offer both at-risk and mandated support to students at greatest need of extra assistance. The Fair Student Funding has been aligned to adequately cover teacher salaries and per diem coverage in the event of a teacher absence. Our Title I funds have been allocated to purchase instructional supplies, textbooks, supplemental teaching for students that are in high need such as holdover students, and others that are at risk and considered promotion in doubt. In collaboration with our School's Leadership Team, our school has opted to maintain a conceptually consolidated budget.

## 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**

**To strengthen the mathematical abilities of our students. Teacher teams will identify specific skills that students have not demonstrated success with, and will determine instructional strategies designed to maximize student learning, it is expected that our 4<sup>th</sup> and 5<sup>th</sup> grade students will achieve at least a 3% gain in student performance in mathematics that will be displayed in the NYC Report Card.**

### **Comprehensive needs assessment**

Each year, our school's instructional cabinet analyzes the results of our State Math Assessment to consider ways to strengthen our instructional approach within the classroom. This year, all teachers administered an **Options** based assessment to identify specific skills that each child has mastered and includes skills that our students did not answer correctly. Teachers meet regularly to review student performance data and consider strategies to be used to maximize student learning and leverage skills that students have currently mastered.

### **Instructional strategies/activities**

- a. Students in our early grades (k-2) have been provided with additional resources from Houghton Mifflin. In our efforts to maximize student learning, teachers have been trained on a similar approach being used in Singapore. Our Math Coach position will once again be filled by a veteran math teacher. This position is used to facilitate professional development on the new edition of the Math program, math manipulatives, and integrating math literature into the classroom for teachers and staff.
- b. 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students at PS 100 will be assessed at least three times per year using the Performance Series Assessment (Scantron). This assessment provides a performance level and identifies students that are considered at-risk. One benefit of using this online assessment is that it is designed to adjust based on each correct or incorrect response provided by the student to determine the actual performance level of a student.
- c. Our school's Instructional Cabinet continues to strengthen the support offered to teachers designed to identify specific skills to target and resources needed to teach to these skills. Our instructional coaches design professional development for our teachers in order to share best practices and expose them to the most innovative strategies used to enhance student performance.
- d. Teacher teams are provided with common planning periods in order to meet with administration as well as instructional coaches. On a weekly basis, teacher teams meet for 37 minutes for inquiry discussions. During this professional development time, our instructional

approaches are reviewed and all instructional topics may be considered. These include, but are not limited to: curriculum maps, pacing calendars, student conference expectations, instructional cohesiveness, and student ownership over their own learning.

- e. During the 2011-2012 school year, teachers will review the results of our baseline **Options** Math Assessment for every child to identify the item-skills that should be targeted. Outside of our main office, we have displayed the gains made on last year's assessment comparing the end of year assessment with the baseline assessment from the Fall.

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

PS 100 will:

- Provide parents with student performance data for each child's academic progress
- Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children progress.
- Provide parents with reports on their children's progress. The school will provide teachers with report cards and administration will review the teacher feedback prior to it being distributed to parents. The goal will be to maintain a partnership between the home and school with regards to academics.
- We welcome in our parents on several occasions to learn about the State Assessments. Our coaches prepare and present a workshop to provide the parents with a clear understanding of what their child can expect to see on the State Assessment.

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

Our school continues to maintain rigorous hiring practices which include: interviews, demo-lessons, background check including contacting previous employers. 100 percent of our teachers are highly qualified for their positions based on an annual survey conducted for each school and posted within the statistics page on the NYC school's website.

### **Service and program coordination**

In order for students to be successful and achieve their goals in mathematics, it is essential that the students are active participants in their learning. Our school continues to strengthen our use of Positive Behavior Interventions and Supports (PBIS). As part of our work, students are provided with clear behavioral expectations designed around the four principles of being respectful, responsible, prepared, and safe.

### **Budget and resources alignment**

- Fair Student Funding has been utilized to fund our math coach. This funding has also been aligned to adequately cover teacher salaries and per diem coverage in the event of a teacher absence. Our Title I funds have been allocated to purchase instructional supplies, textbooks, supplemental teaching for students that are in high need such as holdover students, and others that are at risk and considered promotion in doubt. Math Focus materials were purchased in collaboration with our school's Instructional Cabinet to provide students with an alternative method for learning math that is more closely aligned to Common Core Learning Standards as evidenced within their approach with Singapore Math. Our AIS materials are the People's Common Core materials which allow for our provider to offer specific instruction related to individual standards. For example, we

use manipulatives and graphic organizers such as base 10 blocks and place value charts to teach standard 2.NBT.1. We are a school that has opted to use conceptual consolidation in order to align all funding sources to the needs of all students and provide an academically nurturing and supportive environment to all students.

### 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**

PS 100 Teachers will begin to integrate Common Core Learning Standards into our school's curriculum. This will result in increased student achievement, especially for our students with disabilities. For the previous school year, our school did not meet AYP for special needs students based on the NYS Accountability Report.

#### **Comprehensive needs assessment**

- Each year, NYS provides a report card that highlights whether or not a school meets adequate yearly progress (AYP). Adequate Yearly Progress, or AYP, is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. For students with disabilities, our school did not meet AYP this year for ELA and Math. Therefore, we are placing heavy emphasis on strengthening our instructional approach towards meeting the needs of our students with disabilities.

#### **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. All teacher teams are taking part in core standards research and integration into our curriculum maps. All students will be provided with at least 2 tasks (one ELA and one Math) that are aligned to the newly adopted common core standards. Teachers will review the results of these tasks to determine student progress and next steps.
  - b. Teachers will be trained on the universal design for learning and depths of knowledge. Students must be provided with guidance and scaffolds needed to be successful on assignments provided. Additionally, teachers will share best practices to strengthen our student's abilities and become stronger critical thinkers. Initially, teacher will work together to share best practices amongst their colleagues to determine higher order questions designed to motivate students to justify their responses. An additional priority will be connecting instruction to real-world experiences to motivate students to take greater ownership over their learning by activating prior knowledge as well as peeking student interest.
  - c. With regards to Social Studies, our school purchased additional materials to supplement our curriculum to fill in instructional gaps between our materials and common core learning standards. During this process, we are working closely with our social studies cluster teachers and classroom teachers to align our curriculum to better align our social studies scope and sequence to our ELA curriculum. This alignment will help our school offer a more rigorous approach to teaching literacy and integrating across all content areas.

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

- Provide parents with reports on their children's progress. The school will provide teachers with report cards and administration will review the teacher feedback prior to it being distributed to parents. The goal will be to maintain a partnership between the home and school with regards to academics.

- Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children progress.
- Provide a quality educational program to meet each student's academic, emotional, and social needs.

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

As part of our hiring process, instructional coaches take on an active role to support administration in observing demo lessons of potential new hires. Additionally, administration conducts thorough interviews that are designed to determine how effective the candidate will be in the role they are being interviewed for. Each year, our school offers mentoring for new hires in which the new teacher meets on a regular basis with a veteran education on our staff to help guide their work.

**Service and program coordination**

- Students with disabilities have individualized educational plans (IEP) that specify goals for each child to work towards and include accommodations or services that the child is entitled to receive. Our school based support team meets weekly with administration and related service providers at our Child Study Team meetings to monitor student progress and consider appropriate next steps or address questions and concerns regarding our students that are most in need of support.

**Budget and resources alignment**

- Fair Student Funding and Children's First Network Support Funding have aligned to pay for our Core Standards Liaison. This teacher works closely with our Network and school's Instructional Cabinet, as well is a member of our School Leadership Team. Our school has supplemented our mandated counseling budget with Fair Student Funding to staff a guidance counselor who sees many students on an at-risk level and works collaboratively with our Child Study Team and PBIS Team. Each staff member within our school is trained on ways to utilize positive behavior interventions and supports (PBIS). Our school is further supported by being an active member of Promise Zone, which is an integrated collaboration between the Visiting Nurse Association of New York and the Department of Education to provide outreach to specific students and families that are most in need of support.

**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>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>	36		<b>N/A</b>	<b>N/A</b>	7			
<b>2</b>	12	2	<b>N/A</b>	<b>N/A</b>	9			
<b>3</b>	14	2	<b>N/A</b>	<b>N/A</b>	7			
<b>4</b>	17	11			4			
<b>5</b>	15	6			3			
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
ELA	<b>Students are serviced in small groups either through a push-in or pull-out model (maximum group size is 6:1) during the school day. The program uses Options leveled library readers for fluency and comprehension strategies. Within our early grade AIS- Foundations curriculum and Options Best Practices in Reading will be utilized by our AIS provider.</b>
Mathematics	<b>Mathematics AIS is offered to struggling students in a small group setting during the school day. Small groups are seen 2-4 times a day in a pull-out or push-in approach. Students are currently working on “People’s Common Core” published by People’s Education.</b>
Science	
Social Studies	
<b>At-risk Services provided by the Guidance Counselor</b>	<b>At-risk counseling is offered to students who are struggling with academics and social and emotional needs. These students are seen individually or in groups of 3-4 during the school day. Reading books and lesson plans on self-esteem, study skills, peer mediation, organization and time management, anger management, and conflict resolution are being used to help these students succeed in these areas.</b>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	

<b>At-risk Health-related Services</b>	
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**Public School 100**  
***Partners in Excellence***  
**2011-2012 School Compact**

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

**Parent Agrees to:**

Support the learning environment in the following ways:

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

**Student Agrees to:**

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

- Ask the teacher any questions about the homework/classwork
- Take home materials and information needed to complete the assignment.
- Complete homework in a through, legible, and timely manner.
- Read every night for 30 minutes.
- Return homework on time.
- Give to my parents or guardian all notices and information received by me from my school every day.

- Return signed forms, notices and homework that require a signature in a timely manner.
- Return signed homework when teacher requests.
- Review and follow all school rules.
- Attend school regularly.
- Respect the personal rights and property of other.

**PS 100 Agrees to:**

- Provide feed back to district to acquire user friendly SLT/Title 1/Parent Involvement handouts.
- Provide a quality educational program to meet each student’s academic, emotional, and social needs.
- Provide a safe environment for students to learn.
- Provide parent workshops in academic areas so parents may better assist their children at home.
- Provide parents with student performance data for each child’s academic progress.
- Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children progress.
- Provide opportunities for scheduled meetings throughout the year.
- Distribute PA meeting notices to parents in a timely manner.
- Provide information to parent involvement initiatives during morning announcements to remind students to share information with parents.
- Provide high – quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.
- Parent-teacher conferences held twice a year once in the Fall and once in the Spring.
- Provide parents opportunities to volunteer and participate in the school
- Provide parents with reports on their children’s progress. The school will provide teachers with report cards and administration will review the teacher feedback prior to it being distributed to parents. The goal will be to maintain a partnership between the home and school with regards to academics.
- Recognize that students are accountable for every assignment.
- Respect cultural, racial, and ethnic differences.
- Respect the personal rights and property of others.
- Advise parents of initiatives in place at P.S.100 by distributing notices to parents, open house for parents, and responses to questions in a timely manner. The parent coordinator will assist the school administration in determining what is considered a reasonable response to a parent request or concern.

**Public School 100  
Partners In Excellence  
Parent Involvement Policy  
2011-2012**

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

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

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of SWP Committee and School Leadership Teams.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Family Mathematics, Family Literacy, Reading, New York State/Assessments.
- Regular written communication reflecting on-going day to day activities in the school be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- The School will encourage parents to share in student success through attendance at monthly award ceremonies, which encourage students to succeed to the highest possible level.
- Parents will be provided a District approved “Code of Behavior,” and will review the code and have students adhere to its principles.
- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2<sup>nd</sup> grade students for 15-30 minutes per day and to have students in grades 2-4 read by themselves 20-30 minutes per day.
- Parents will communicate with their child’s teacher regarding educational needs through:
  - a) review of student homework on a daily basis, and signing work after parental review.
  - b) attending regularly scheduled parent/teacher conferences.

- c) meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress.

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

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

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

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

**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 [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Jose Ruiz/Elmer Myers</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>100</b>
School Name <b>Isaac Clason</b>			

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

Principal <b>Chad Altman</b>	Assistant Principal <b>Tania Sanchez</b>
Coach <b>Mrs. Barinas/Literacy</b>	Coach <b>Mrs. Ban/Math</b>
ESL Teacher <b>Mrs. Cortez, Mrs. Larivee</b>	Guidance Counselor <b>Mrs. Jakubowski</b>
Teacher/Subject Area <b>Mrs. Golas/AIS Reading</b>	Parent <b>Charisse Carter-Lewis</b>
Teacher/Subject Area <b>Mrs. Napolitano/AIS Reading</b>	Parent Coordinator <b>Linda Faix</b>
Related Service Provider <b>Mrs. McMillian</b>	Other <b>Ada Torres/AP</b>
Network Leader <b>Elmer Myers</b>	Other <b>Mrs. Trippodo/Library-Media</b>

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

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<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>0</b>		

### D. School Demographics

Total number of students in school	<b>651</b>	Total Number of ELLs	<b>49</b>	ELLs as share of total student population (%)	<b>7.53%</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. 

P.S. 100 is an urban PreK-5th grade school located at 800 Taylor Avenue, Bronx. According to the Annual School Report the student population is 57 percent Hispanic, 38 percent black, 0.61 percent white, and .76 percent Asian and others. The native language of the majority of our ELL population is Spanish. We have a small number of other languages spoken in the building; they are Afrikaans, Snoike, TWI, Arabic, Cambodian and Bengali.

The HLIS is administered by a pedagogue during registration to all parents of newly enrolled students to NYC school system. The pedagogue interviews each parent based on the HLIS questions to determine the home/native language of the student. If the parent or guardian's native language is not English an interpreter will be provided. If an interpreter is unavailable the Interpretation/Translation Unit will be utilized. Spanish is spoken by pedagogues on our in-take team. An informal interview is conducted on all new admits to NYC schools in English and in the Native language. Based on the information on the HLIS and informal interview LAB-R eligibility is established. If a new student is found to be eligible for testing, one of the ESL teachers administers the LABR within ten days of admission to PS 100. ELL teachers hand score the LAB-R tests. If the student is determined to be an English Language Learner and their home language is Spanish then the Spanish LAB is administered to determine the strength of the Native Language. The LABR scores and Spanish LAB scores are kept on file at PS 100. If a student transfers from another NYC school, the original HLIS and program selection form will be referred to from the previous school. ATS is accessed to determine the students home language and LAB-R/NYSESLAT scores. The student is placed according to previous ELL school program as he/she is entitled to the continuation of the same program.

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

The results of the parent selection forms are reviewed. Students are placed according to parent choice. If 15 or more students across two grades request Bilingual or Dual language programs a class will be opened. The parent survey indicated that parents are interested in the ESL model that is in place. This year parents have selected the following programs: Kindergarten: 4 ESL, 1 Transitional Bilingual, First Grade: 5 ESL, 1 Transitional Bilingual, Second Grade: 10 ESL, 2 Transitional Bilingual, Third Grade: 7 ESL, 1 Dual Language, Fourth Grade: 9 ESL, 1 Dual Language, Fifth Grade: 7 ESL. ELLs with IEPs are placed as per their IEP. At the present time, the required number of parents have not selected a Dual language or Bilingual program at our school, for us to open either of these programs. PS 100 keeps a record of all parent requests and tracks noticeable changes and plans accordingly. If a parent is interested in a program presently not offered at PS 100 they are provided with information about local Bilingual and Dual language programs their child can attend. PS 100 will keep the existing ESL push-in/pull-out model in place for the 2011-2012 school year, which is aligned with parent choice.

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b> * <b>1</b> * <b>2</b> * <b>3</b> * <b>4</b> * <b>5</b> * <b>6</b> ● <b>7</b> ● <b>8</b> ● <b>9</b> ● <b>10</b> ● <b>11</b> ● <b>12</b> ●
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No *	If yes, indicate language(s):
Dual language program	Yes ●	No *	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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	2	2	2								9
<b>Total</b>	1	1	1	2	2	2	0	0	0	0	0	0	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	49	<b>Newcomers (ELLs receiving service 0-3 years)</b>	30	<b>Special Education</b>	14
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	19	<b>Long-Term (completed 6 years)</b>	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30	0	5	19	0	9				49
Total	30	0	5	19	0	9	0	0	0	49

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	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:

Native American: \_\_\_

White (Non-Hispanic/Latino): \_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	6	7	7	12	7								43
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			4								5
<b>TOTAL</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>12</b>	<b>11</b>	<b>0</b>	<b>49</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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?

Our ESL program is modeled as a push-in/pull-out program. The ESL teachers push into the classroom or pull out students according to state mandates. Students are grouped by grade, level, language and academic needs. Student groups will change throughout the year according to academic needs. This year the ELL's were put into two classes per grade to provide for scheduling flexibility for the ELL teachers, so that they are able to push-in to classes. When an ELL teacher pushes in the students are able to stay with their peers for instruction and continuity of instruction remains. The ESL teachers communicate with the classroom teachers on a continual basis to ensure proper support in all curriculum areas. Beginner and Intermediate students are given 360 minutes of instruction per week and the advanced students are given 180 minutes per week of ESL instruction. Native language supports are provided through native language materials in the ESL library and through the pairing of ELLs with students who speak the same native language. In the Integrated Co Teaching classes, the classroom teacher provides native language support to our Spanish speaking ELLs.

The ESL teacher utilizes the following materials to support grade level curriculum and language development:

- Rigby's, *On Our Way to English*, which focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided instruction in English. There are three key strands based on content area standards, which help to differentiate instruction: thematic units, phonics, and guided reading. The program includes both informal and formal assessments.
- Hampton Brown, *Into English*, which focuses on language and literacy through content area instruction.
- Imagine Learning English Software Program, the program reinforces skills taught in the classroom. (phonemic awareness, letter recognition, phonic, vocabulary, reading fluency, listening, and comprehension skills) Every student is assessed and instructed at their individual levels. Native language support is provided.
- Along with these programs, ELLs are supported with a strong mix of resources which include: *Getting Ready for the NYSESLAT*, *Lets Talk About It*, *Hooked on Phonics*, and an ESL library which includes an assortment of culturally diverse books and books on tape. Teachers can use the PECS system. (Picture communication exchange system) Students can hand the teacher a picture to communicate their needs.

Teachers of ELL's use visuals and films to scaffold and contextualize the cognitively demanding language of the content area subjects. For example, films produced by the "Magic School Bus" can help an ELL child understand content area Science. Review of the "Weekly Reader" in class, can help students learn about content area Social Studies and their environment. Content area word walls with words and pictures along with realia can help ELL's to be more successful in the target language. Knowing the meaning of key area words can help a child accelerate english language development in the content area. A child can understand how to solve math problems if he/she knows what the words "sum, difference, average or perimeter" mean.

## A. Programming and Scheduling Information

### Newcomers:

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

### Students with Interrupted Formal Education:

At this time we do not have a SIFE student. We do have structures in place to identify SIFE students by reviewing their transcripts, family interviews, and completion of the HLIS. We will provide SIFE students with additional support and instruction. ESL and classroom teachers will provide intensive literacy and content instruction to activate prior knowledge, provide a print rich environment, engage students in hands on learning, provide multiple experiences with vocabulary, have students work in cooperative groups, and provide systematic phonic instruction. Sife students will also have the opportunity to attend a tutorial program, an extended day program, and an after school enrichment program, which will enhance their learning experience. The school's guidance counselor will provide counseling services for all SIFE students.

### ELLs receiving service 4 to 6 years:

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

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

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

\*In addition to these programs PS 100 has implemented "Imagine Learning" during Extended day 3 days a week to support lower performing ELL students in school through the use of technology. Imagine Learning English provides differentiated instruction based on assessment results and adapts instruction to meet students' needs.

\*4th and 5th grade students take part in a technology pilot program (Time to Know for 4th grade, Compass Learning for 5th)

These programs are designed to support differentiated instruction.

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

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

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

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

### Long Term ELLs

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

### ELL-SWD

ELLs identified as having special needs will receive mandated services as indicated on their IEP. IEP goals, and formal and informal assessment will determine focus of individualized instruction. The use of picture dictionaries, newspapers, magazines and content area related films are used to excel English language development. Supplemental services such as after school, extended day, and Imagine Learning will be offered to support language acquisition.

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

**Class/Content Area**

**Language(s) of Instruction**

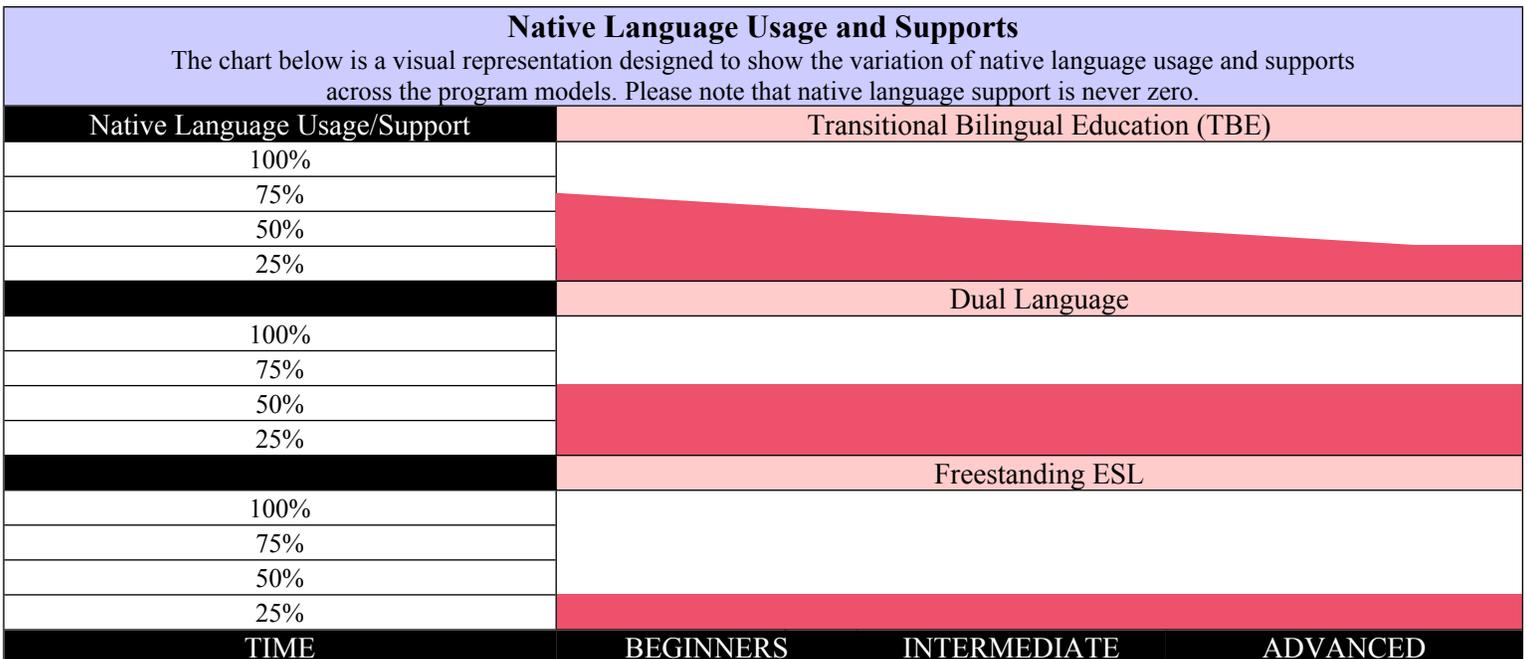
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

## 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?

### Targeted Interventions

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

Title III, after-school programs are being offered to improve performance in reading, writing, listening, and speaking in English for our English Language Learners. As we continue to analyze data during the 2011-2012 school year P.S. 100 continues to implement "Imagine Learning English" to meet the needs of our struggling ELLs. We define this as ELLs who have been receiving ESL services but have not achieved a year's growth according to AMO1 standards or still scored at a Beginner or Intermediate level on the spring 2011 NYSESLAT. These students will be given the opportunity to attend an after school program. P.S. 100 is looking for ways to close the achievement gap for ELLs. Imagine Learning English enables us to support our struggling ELL students with differentiated instruction through a one-on-one instructor giving native language support, relevant and meaningful scaffolds, academic vocabulary and content area reading, all of which is vital to our ELL population. Along with a pretest and post-test the program includes periodic assessments and teacher reports which include up to the minute information on individual student progress. These reports can be used by the classroom teachers, ESL teachers, and the Inquiry team to track progress and to help with weekly and monthly planning meetings. P.S. 100 will use Imagine Learning English in a 1 ½ hour after school program two days per week for 10 weeks. The after school session will consist of 45 minutes of computer time with focused instruction, and 45 minutes for completing writing assignments, small group work, individual conferencing, and homework help.

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

Classroom and ESL teachers collaborate weekly to design lessons that are aligned to NY State Standards and grade level curriculum. Lessons incorporate ESL strategies and age appropriate materials. ELL students are provided with access to native language supports. Native language support is delivered in the ESL model through the use of cognates, glossaries, dictionaries, native language libraries, technology (Imagine Learning English), native language materials, and native language speakers who reinforce the curriculum. ESL and classroom teachers use these resources to reinforce content area instruction.

## 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. In what disciplines are students held to the same level of proficiency as their non-ELL peers? How do you ensure that the non-ELL students are not disadvantaged by the dual language program?

## D. Professional Development and Support for School Staff

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

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

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

Four Lunch and Learns will be provided across all grade levels on the instructional strategies to accelerate ELL Learning. 1. Vocabulary Building 2. Scaffolding 3. Student Engagement 4. Student Assessment These instructional strategies are designed to develop the instructional skills of teachers of ELLs.

Teacher teams conduct cycles of inquiry to strengthen their understanding of student needs and identify strategies to target interventions and maximize student progress. During one cycle of inquiry, all teachers will focus on English Language Learners and engage in work around understanding how to best meet the diverse needs of their ELL's. As part of this work, our CFN liaison will be invited in to work with our teachers and provide additional professional development.

Office staff will attend workshops on maintaining records of English Language Learners. (HLIS, OTELE codes, parent preferred language)

Copies of agendas, handouts, and sign-in sheets for all ELL workshops are kept in a professional development binder. A record of all mandated hours of ELL training is kept on file.

## E. Parental Involvement

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

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

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

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

\*Translated materials are provided for ELL parents.

## 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?

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- How to Prepare Your Child for the ELA and Math State Exams Grades 3-5
- Lets Get Together Orientation for Pre K and Kindergarten
- Understanding PBIS- Promise Zone - Visiting Nurse Service
- How to Understand and Interpret Data in Aris and Acuity.
- Family Literacy Night

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

\* Translated materials are provided for ELL parents.

\*Interpreters will be available for all parent workshops.

Parents are referred to PS 75-Falie Street - A parent support resource center where they provide classes for learning English and other workshops for adults.

Every year the Parent Coordinator will send out surveys to evaluate the needs of our parents and plan workshops in our school accordingly. We also try to pair up other families in our school that speak the same language for support and to be a liaison between the school and the family.

## E. Parental Involvement

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

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

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

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

\* Translated materials are provided for ELL parents.

\*Interpreters will be available for all parent workshops.

Parents are referred to PS 75-Falie Street - A parent support resource center where they provide classes for learning English and other workshops for adults.

Every year the Parent Coordinator will send out surveys to evaluate the needs of our parents and plan workshops in our school accordingly. We also try to pair up other families in our school that speak the same language for support and to be a liaison between the school and the family.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	4	4	1	1	2								14
Intermediate(I)		2	1	2	3	2								10
Advanced (A)	3		3	4	8	7								25
Total	5	6	8	7	12	11	0	0	0	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	4	2		11
4	3	5			8
5					0
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	3		5		3				11
4	1		4		3				8

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

**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.

P.S. 100 uses DRA, Fountas and Pinnell, and ECLAS-2 to monitor early literacy skills. Looking at the ELLS results over the past two years we have noticed a trend in our ELL population in the lower grades. ELL students are having difficulty in the area of spelling, vocabulary, and reading comprehension. This information along with other data guides instructional practice. Students will engage in singing songs, read alouds that introduce tier II and tier III words, and participate in kinesthetic activities such as writing and performing skits and puppet shows. P.S. 100 is in the process of reevaluating instructional materials to address these needs. We will continue to assess what instructional strategies are being used to accelerate ELL learning and determine what additional strategies need to be put into practice. Professional development will be provided to teachers on vocabulary building strategies during lunch and learn session.

An analysis of recent LABR and NYSESLAT data by our ESL teachers indicates that a majority of our ELL students need assistance in the areas of reading and writing. Our students scored higher on the listening and speaking sections of the NYSESLAT. It takes longer to acquire academic language used in the content areas which effects success in reading and writing. Students who have received two to three years of ESL instruction are showing progress in reading and writing on the NYSESLAT. ELL teacher workshops will support the staff in enhancing their knowledge on how to accelerate ELL learning to ensure continued academic success.

According to the most recent ITA, Predictors, and ELL Periodic Assessment data ELL students need targeted instruction in the following areas: meaning through context, main idea, root words, prefixes, and suffixes. Analyzing the results of these assessments along with looking at classroom work assists teachers in focusing instruction for ELLS.

The results of the 2011 ELA showed most of the ELL students who did not pass the NYSESLAT are scoring 1s and 2s. These students will be given the opportunity to attend tutorial, extended day, and after school programs to strengthen their reading and writing skills. ELL programs will be evaluated by monitoring student growth in the four modalities( Listening - Speaking - Reading - Writing). Students will progress one proficiency level each year moving towards mastery of the English language.

### Additional Information

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

Paste additional information here

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		7				8
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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4. For each program, answer the following:
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  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
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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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>PS 100</u></b>		<b>School DBN: <u>08X100</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Chad Altman	Principal		12/1/11
Ada Torres	Assistant Principal		12/1/11
Mrs. Faix	Parent Coordinator		12/1/11
Mrs. Larivee	ESL Teacher		12/1/11
Charisse Carter-Lewis	Parent		12/1/11
Mrs. Trippodo	Teacher/Subject Area		12/1/11
Mrs. Golas	Teacher/Subject Area		12/1/11
Mrs. Barinas	Coach		12/1/11
Mrs. Ban	Coach		12/1/11
Mrs. Jakubowski	Guidance Counselor		12/1/11
	Network Leader		1/1/01
Mrs. Napolitano	Other <u>AIS</u>		12/1/11
Mrs. Cortez	Other <u>ESL Teacher</u>		12/1/11
Mrs. Sanchez	Other <u>AP 3-5 GRADE</u>		12/1/11
Mrs, McMillian	Other <u>IEP Teacher</u>		12/1/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08x100      **School Name:** 100

**Cluster:** 06      **Network:** 607

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

**Part A: Needs Assessment Findings**

---

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After reviewing our Adult Preferred Language Report it was determined that our school has several requested languages. They are Chinese, Bengali, Soninke, TWI, Spanish, and Urdu. All languages represent less than 1% of our student population except Spanish. Spanish oral and written translation was requested by 13% of parents on our Parent Preferred Language report. These results were shared with the Parent Coordinator and the Parent Association. These results help guide the staff at P.S. 100 in establishing the proper procedures to ensure that Limited English parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

## Part B: Strategies and Activities

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

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

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

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

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

A list of the primary languages of our parents/guardians will be continuously updated and maintained. A written notification will be sent out regarding the translation-interpretation services that all parents are entitled to and how to obtain them. Copies of parent's rights will be kept in the main office in all languages. The school safety plan will be reviewed, ensuring that all parents who speak another language will be accommodated if an emergency arises. The school will post signs in the front lobby in each of the covered languages indicating where parents can pick up information.

## 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: 100	DBN: 08x100
Cluster Leader: 06	Network Leader: Elmer Myers
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>during school day period</u> <u>0 (8am-8:40am)</u>
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

### 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: After analyzing data from 2010-2011, P.S. 100 has decided to renew the individual licenses for the program "Imagine Learning English" to supplement the needs of our ELLs. This technology based program will provide an additional intervention for ELLs who have been receiving ESL services but have not achieved a year's growth according to AMO1 standards or they are still scoring at the Beginner or Intermediate level on the NYSESLAT. Imagine Learning English will be utilized in a variety of ways throughout the school day to supplement ELL instruction. Second- Fifth grade ELL students will be given the opportunity to attend an after school program which incorporates the Imagine Learning Program, in addition classroom teachers with English Language Learners will have access to Imagine Learning on all classroom computers which can be accessed during independent time or during extended day.

P.S. 100 monitors ELL growth and is continually researching successful ways to close the achievement gap for ELLs. Imagine Learning English will enable us to support our ELL students with differentiated instruction through a one-on-one instructor, giving native language support, relevant and meaningful scaffolds, academic vocabulary and content area reading, all of which is vital to our ELL population. Along with a pretest and post-test the program includes periodic assessments and teacher reports which include up to the minute information on individual student progress. These reports can be used by the classroom teachers, ESL teachers, and the Inquiry team to track progress and to help with weekly and monthly planning meetings.

### 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:

Teacher collaboration and professional development will be encouraged during school hours and after school to prepare for the after-school ELL program. Teachers will interpret data, read current research and have open discussions on best practices using ESL methodologies. Teachers will study and reflect on how they can incorporate best practices into their instruction and the school curriculum. Teachers will collaborate and create lesson plans aligned with the NYS ELL standards and the new Common Core standards.

Teacher teams conduct cycles of inquiry to strengthen their understanding of student needs and

### Part C: Professional Development

identify strategies to target interventions and maximize student progress. During one cycle of inquiry, all teachers will focus on english language learners and engage in work around understanding how to best meet the diverse needs of their ELL's. As part of this work, our CFN liaison will be invited in to work with our teachers and provide professional development.

Our teachers will be taking part in a cycle of inquiry designed specifically for english language learners. In order to ensure successful implementation, our teacher teams will meet with our ESL providers prior to the beginning of the cycle. Our teacher teams meet regularly, and through an SBO have an opportunity to meet across grades each Thursday between 2:20-2:57pm. Our ESL providers will be providing professional development to our teacher teams as we consider implications for instruction designed to specifically meet the needs of our ELL's. Tentatively, these professional development sessions are scheduled for April 19<sup>th</sup> and April 26<sup>th</sup> with the cycle of inquiry to follow for six weeks.

#### Materials

Imagine Learning Licenses and headsets will be purchased to support our after school enrichment program. Materials for Parent and Teacher Lending Library will be purchased.

### 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:

#### Parents

Parents will be given the opportunity to attend a variety of workshops facilitated by staff from P.S. 100. Some topics for workshops include: Math in the Primary Grades, Reading Readiness in the Primary Grades, and How to Help Your Children Succeed in School.

In addition, P.S. 100 will purchase new materials to support the Parent Center, which is located in the library. The parent center offers bound books on a variety of topics and books on tape for parents to read in their home language and English.

Currently, all teachers review student work collaboratively to consider additional strategies designed to maximize student progress with our highest needs population of students including English Language Learners. During one 6-8 week cycle of inquiry, all teachers within a particular grade will review student work and discuss implications for instruction pertaining to our ELL students. During our monthly school leadership team, and PTA meetings parents are informed of our school-wide cycles of inquiry

**Part D: Parental Engagement Activities**

related to their students. Additionally, our school offers a test prep after-school program for 3<sup>rd</sup>-5<sup>th</sup> grade students. Within this, all students within the grades 3-5 are invited to join our after-school program and this includes english language learners.

**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>		