



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 100 ISAAC CLASON

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08/X/100

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.

Name	Position and Constituent Group Represented	Signature
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	
Danielle Chiodi	Member/Teacher	
Sharon Mcmillian	Member/Teacher	
Sara Golas	Member/Teacher	
Keisha Freeland	Member/ Parent	
Amanda Montalvo	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013, 4th and 5th grade students will demonstrate 3% gains in ELA performance.

Comprehensive needs assessment

Reading comprehension is a priority area for improving student performance based on the fact that less than half of our 3rd-5th grade students are performing at a level 3 or 4 on New York State ELA Assessments. Focusing on reading will support academic growth in all subject areas.

Instructional strategies/activities

- 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. At least three times per year, teachers will formally assess and monitor student reading levels. On a more frequent basis, teachers will develop flexible groups based on formative assessment data. Assessments may include but are not limited to end of unit assessments, Rally Assessments, and Writing and Reading Profile Assessments.
- b) All teachers, administrators, Instructional Cabinet, Network Support Staff, and school support staff will support in improving instruction in order to move student achievement.)
- c) By engaging teachers in continued and frequent meetings to review student performance data, they will be more equipped to provide targeted instruction to meet each child’s instructional needs in order to move towards meeting this goal.
- d) The timeline for completing this goal is September 2012 through June 2013.

Strategies to increase parental involvement

- Provide parents with student performance data for each child’s academic progress in reading.
- 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.
- Parents will be provided with their child’s reading level to bridge the support between home and school.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x _____ Tax Levy x _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Title I funds have been utilized to fund instructional materials such as supplement teacher and Assistant principal salaries, purchase additional leveled reading books to supplement our classroom libraries, and purchase sets of books for book clubs (often packs of 6 books) as well as authentic literature to be used within our classrooms. 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. All grades were provided with Lucy Calkins Write Source materials to be used for Tutorial which takes place daily between 8-8:40am to support grammar instruction. Within extended day, students were provided with Making Connections Comprehension (grades 1 and 2), Ready NY- Curriculum Associates (grades 3-5).

Teachers at PS 100 are trained at assessing student reading levels. 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 target groups of students to provide additional interventions. All teachers will engage in cycles of inquiry on a weekly basis on Mondays between 2:20-2:57pm. Our Instructional Cabinet will work together along with Network support staff to facilitate these meetings. In the process, teachers will become more proficient in the use of inquiry to understand student needs and develop plans to meet these needs. Building the capacity of our teachers is one expected outcome of the weekly inquiry meetings.

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

By June 2013, 4th and 5th grade students will demonstrate 3% gains in Math performance.

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 a baseline assessment to identify specific skills that each child has mastered and includes skills that our students did not answer correctly. Through the use of baseline assessment results, teachers were informed about grade and class specific needs in math as well as specific skills to target. For example within 4th grade, one noticing was that our students had difficulty with multiplication and solving word problems.

Instructional strategies/activities

- a. Grades 3-5 administered an Acuity Assessment, while grade K-2 administered teacher created assessments. 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 developed a baseline assessment to identify item skills that students needed additional support with in grades K-2. Our math coach facilitates professional development on the new edition of the Math program, providing an overview of the use of math manipulatives, and integrating math literature into the classroom for teachers and staff. 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. As part of this process, teachers will work collaboratively with their teacher teams and math coach to develop a broader understanding of skills that students within our school have demonstrated difficulty with over time. As we continue to integrate the common core standards into our curriculum, gaps within our curriculum will be surfaced and additional resources will be considered and purchased to cover the curricular needs. Additionally, through the process of inquiry teachers are gaining a greater understanding of protocols to use when looking at student work to understand student needs and how to go about meeting their needs. Our Inquiry cycles begin by students being provided with a task assessment. Following this, teachers met together to surface gaps to identify skills in which students were lacking and standards that needed additional focus.
- b. 3rd, 4th, and 5th 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. All teachers, administrators, Instructional Cabinet, Math Coach, Network Support Staff, and school support staff will support in improving instruction in order to move student achievement.)
- c. Teachers review performance assessment to inform their grouping of students, lessons that need to be revisited, and consideration of revisions to our curriculum or pacing. This planning is necessary to ensure teachers are engaging students in purposeful instruction designed to meet the child's needs and understand what skills they are already strong in or need additional support with.
- d. By September, 2012 Teacher teams were provided with common planning periods in order to meet with administration as well as instructional coaches. Following this initial scheduling, 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. The objective of this common meeting time is to ensure teachers are planning their instruction to meet each student's individual needs based on instructional data that we have. Teacher teams establish cycles of inquiry that target specific skills and groups of students. Each cycle results in the teacher using baseline assessment data to create a target group and skill followed up by specific instructional lessons designed to offer supplemental instruction for these target students. By the end of each cycle, the students are reassessed to determine the percentage of students that gained mastery. We will analyze our progress towards this goal in June 2013.

Strategies to increase parental involvement

- Provide parents with student performance data for each child's academic progress in math.
- 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- 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. MyMath 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.

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 continue to integrate Common Core Learning Standards into our school's curriculum. Teacher teams will develop and engage students in at least 4 common core aligned tasks (2 in Literacy and 2 in Math) by June 2013.

Comprehensive needs assessment

This school year, students in our 3rd-5th grade will take part in state assessments aligned to the Common Core Standards. As part of our preparation, our teachers have engaged in surfacing the gap activities to uncover areas in which our curriculum is missing standards for a particular grade. This process of surfacing the gap then promotes the use of revising our curriculum or supplementing to ensure alignment between the demands of the common core and the instruction at our school. Additionally, the Citywide Instructional Expectations suggests that students engage in at least 4 Common Core Aligned Tasks.

Instructional strategies/activities

- 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 4 tasks (two ELA and two 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. Teacher teams were given support by Network Instructional Staff in increasing alignment to the CCLS and integrated into a unit of study.
- b. Teachers will continue to take part in training 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 continue to 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. Teacher teams, administrators, Instructional Cabinet, math coach, and Network Instructional Staff will support in meeting this goal.
- d. Teachers had the opportunity to partake in the decision making process around this goal as they meet in grade level teams to develop the tasks that students will take.
- e. By October, 2012 all teachers teams developed and began implementation of the first common core aligned unit. By June, 2013 all teacher teams will have completed at least four common core aligned units of study. Therefore, all students from grades K-5 will be provided with at least 4 common core aligned units of study.

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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x Tax Levy _x_ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our school has provided after-school opportunities for teachers to work on our “Citywide Instructional Expectations Implementation Team.” This team reviews current citywide expectations and identifies strategies for implementation within our school and with specific teacher teams. This team has worked closely with our school administration to secure additional training opportunities and continue to support our staff with ongoing professional development and feedback.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Students with disabilities will be provided with greater opportunities to be part of less restrictive environments. By June, 2013 100% of teachers that instruct students with disabilities will take part in annual reviews with parents and other stakeholders to ensure that considerations are made to provide students with learning opportunities in less restrictive environments.

Comprehensive needs assessment

The integration of the new Common Core Learning Standards has made the accountability for students with disabilities greater. As a school community, it is our responsibility to integrate these students into the general education curriculum. The 2011-2012 Standardized tests scores show that students with disabilities are not progressing at the rate of which the general education population has progressed. Preparing these students for lifelong education and real-world success is essential to their achievement. As a result, IEPs will reflect flexible programming in programs where applicable students will be able to learn with their non-disabled peers. General Education and Special education teachers will work together to ensure that multiple entry points are created so that these students will have access to the general education curriculum.

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 on the 2010-2011 state report card 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

- a) Students who are identified as needing additional instructional strategies/activities in order to access the general education curriculum will participate in Wilson, Foundations and targeted reading skills groups. Students who showed deficiency according to data were strategically placed in groups that enabled them to receive targeted instruction. A shift in the school wide schedule was made in order to accommodate a block schedule so that students with disabilities whose IEPs designated a flexible program would be able to seamlessly receive instruction alongside their non-disabled peers. In June 2012, all teachers participated in Professional Development sessions where they learned to develop lessons and activities, which encompassed UDL and RTI strategies.
- b) Special Education Teachers, Speech Therapists as well as General Education teachers actively deliver small group morning instruction based on student need. In August 2012, select teachers received training in the Wilson Reading Program and Foundations Program. Push-in models are used with various related services providers to promote student progress and supply specific strategies to the classroom teacher to enable the student to access the Tier 1 instruction.
- c) Our school has a Child Study team which meets on a weekly basis to review students' data and progress which is submitted by teachers requesting additional services or a revision in student programs. Feedback is given to the teachers in regard to their request. As a result, some students are then able to be placed in least restrictive environments with supports if needed. Progress is monitored every six weeks to

ensure the effectiveness of the instructional strategies. Teachers will then use this data as a tool at the students' Annual Review meetings to determine student programming and revise services. Annual Review meetings include all stakeholders that support the student to ensure student success. This team determined that it was necessary to have this goal in order to make progress towards including students with disabilities into the general education classrooms.

- d) This timeline consists of a process of constant review and revision. Implementation of students' engagement in least restrictive environments began in the spring of 2012 through Initial and Re-evaluations. Additionally, through Annual Reviews, teachers began implementing flexible scheduling for the 2012-2013 school year.

Strategies to increase parental involvement

- There will continue to be constant collaboration between teachers, related service providers and parents via telephone, meetings or letters home, so that parents can gain valuable information regarding their children's progress and acquire strategies that they can implement at home to support their children. Additionally, parent inquiries regarding their children's progress are always encouraged. Through these methods of communication, parents are able to engage in the decision making in regard to additional support or the revision of student programming. Through IEP meetings parents have an active voice regarding their children's supports and programming. Concrete evidence is given to parents in the form of report cards, progress reports and IEPs.
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Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our school has used Title I and Tax Levy funds to purchase supplemental RTI materials including Foundations and Wilson instructional resources. Additionally, we have funded training for several teachers on the Foundations and Wilson program. Additional Tax Levy and Title I funding was utilized to supplement the salaries of several RTI providers.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of AIS	Description		
	Type of program or strategy	Method for delivery of service	When the service is provided
ELA	<ul style="list-style-type: none"> Wilson / Foundations Explode the Code Focus (Curriculum Associates) Sundance Reading Comprehension Strategies Repetition in letter recognition and letter sounds Technology (Imagine Learning, myON, iPad apps) <u>RtI in Action – Oral Language Activities for K-2</u> by Roth, Dougherty, Paul & Adamczyk Rigby 	<ul style="list-style-type: none"> Small groups (ranging from 5 – 12 students) One-to-one instruction 	<ul style="list-style-type: none"> Tutorial period 8:00-8:45am (Monday – Thursday) 8:00-9:15am (Tuesday – Thursday) Extended day 2:20-2:58pm (Tuesday – Thursday) One 30 minute period a day (M, T, W, F)
Mathematics	<ul style="list-style-type: none"> Ladders to Success (Triumph Learning) Targeted Mathematics Intervention (Teacher Created Materials) – this program has not currently begun yet Math in Focus (Houghton Mifflin) Knowing Math (Houghton Mifflin) Repetition in number recognition and number word recognition 	<ul style="list-style-type: none"> Small groups (ranging from 4 – 8 students) One-to-one instruction 	<ul style="list-style-type: none"> Tutorial period 8:00-8:45am (Monday – Thursday) 8:00-9:15am (Tuesday – Thursday) Extended day 2:20-2:58pm (Tuesday – Thursday) One 30 minute period a day (M, T, W, F)
At-risk services	Individual counseling (career, organizational skills, social skills)	One-to-one counseling	One 30 minute period a week

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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.

**Public School 100
Partners In Excellence
Parent Involvement Policy
2012-2013**

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 2nd 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.

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 thorough, 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 statistical data for each child's academic progress, as well as a data for the school in general (based on NYS assessments). The school will assist parents in reviewing and interpreting data.
- 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 reinforcement to parent involvement initiatives during morning announcements that 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 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.
- Have teachers assign homework daily.
- Have teachers give corrective feedback.
- Recognize that students are accountable for every assignment.
- Teacher will check that homework has been completed, parent signatures where applicable.
- 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Elmer Myers	District 08	Borough Bronx	School Number 100
School Name Isaac Clason			

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

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

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

D. School Demographics

Total number of students in school	651	Total Number of ELLs	49	ELLs as share of total student population (%)	7.53%
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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

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	2	2	2								9
Total	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					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
TOTAL	5	6	8	7	12	11	0	49						

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

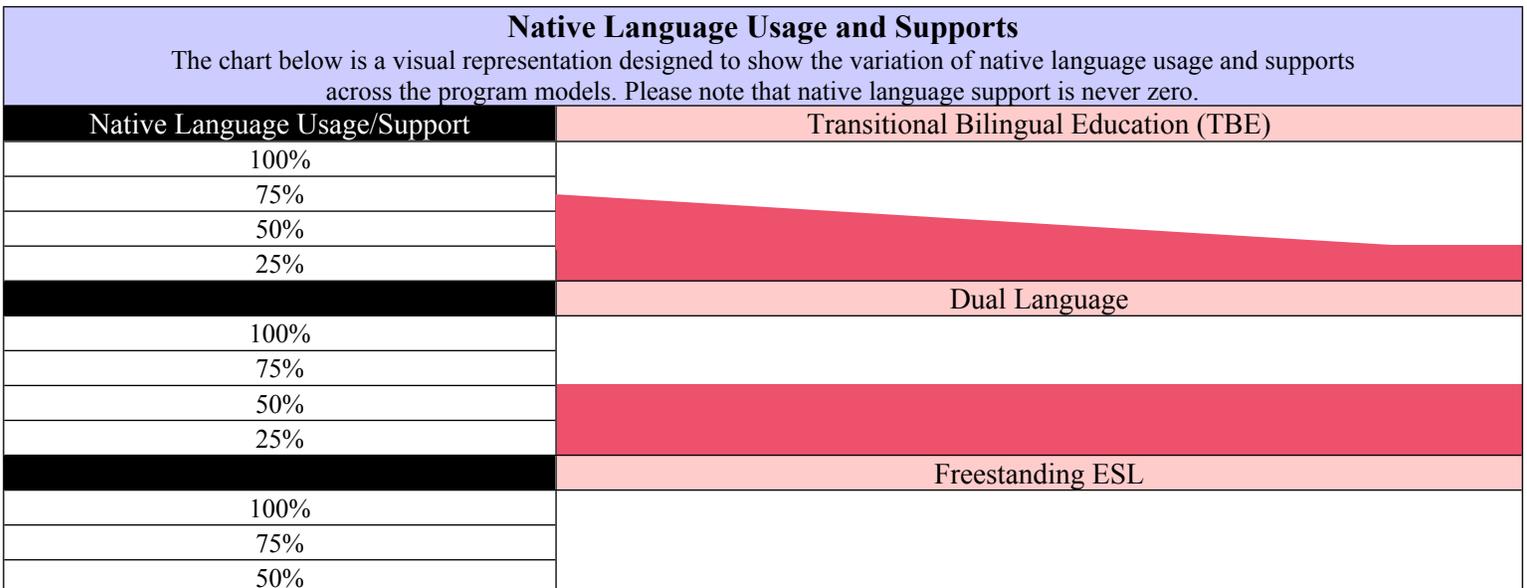
Class/Content Area

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

New teachers, 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 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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	3		5		3				11
4	1		4		3				8
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			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.
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

Part VI: LAP Assurances

School Name: PS 100

School DBN: 08X100

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

School Name: PS 100

School DBN: 08X100

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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

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.

2012-13 Comprehensive Education Plan (CEP)

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: Isaac Clason	DBN: 08x100
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During school hours- push-in/pull out to support Tier II Interventions for our ELLs in greatest need
Total # of ELLs to be served: 10
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 3
of content area teachers:

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 the data from the 2011-2012 NYSESLAT and reviewing the data from K-5 benchmark assessments, which include WRAP, Fountas and Pinnell Benchmark Assessment, and ECLAS, PS 100 has determined that we need to "develop new and/or enhance programs for newcomers."

The data shows that strong explicit supplemental instruction in early reading skills needs to be put in place through Tier II and Tier III interventions. New ELL students need additional targeted instruction in phonological awareness, decoding skills, and early reading skills in order to become successful in reading. This targeted instruction will help students attain the Common Core State Standard of Foundational Skills (k-5) Phonics and Word Recognition.

A Tier III Intervention using Imagine Learning English will be implemented during tutorial. Imagine Learning English will enable students to receive differentiated instruction through a one-on-one instructor. The program offers native language support, relevant and meaningful scaffolds, support with phonemic awareness and decoding skills, and content area reading. Along with a pretest and post-test the program also includes periodic assessments and teacher reports which include up to the minute information on individual student progress.

ELL students with IEPs have been identified as a subgroup having difficulty making progress in reading. Data shows these students are having significant difficulty in the areas of phonemic awareness, and decoding skills. A Tier II supplemental intervention using Words Their Way A, B, and C level will provide a multisensory-targeted approach to learning. An ESL teacher will target skills providing support for SE ELLs through additional exploration of vocabulary in context, unfamiliar blends and vowel sounds.

These programs offer flexible paths so each student has an opportunity to progress through different learning methods.

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

Part C: Professional Development

Begin description here:

Teacher teams conduct cycles of inquiry to strengthen their understanding of student needs and identify strategies to target interventions and maximize student progress. During Inquiry Cycle III on Monday afternoons from 2:20 to 2:57 teachers at P.S. 100 will design a unit of study, which will provide access and engage our English Language Learners. During this cycle a CFN liaison will be invited to work with our teachers and provide professional development. The professional development will focus on the work of Gail Gibbons and her book, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. The PD will provide teachers with strategies that will help integrate the teaching of English with the content areas. Teachers will design a culminating performance task that will address the diverse needs of our English Language Learners.

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 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, How to help you children succeed in school, ELL Parent Engagement Workshop, ELL Literacy Through the Love of Books -A Book Making Workshop. The ELL Parent Engagement Workshop will introduce ELL parents to the NYSESLAT and the variety of programs that are available to ELL students to help support their success. This workshop will take place in early December. The ELL Literacy workshop will address the importance of reading in any language and the importance of instilling a love of books. Parents will create books during the workshop to share with their child at home. All workshops will have an interpreter available upon request.

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)		

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.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		