



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 100 CONEY ISLAND SCHOOL
DBN (i.e. 01M001): 21K100
Principal: KATHERINE MOLONEY
Principal Email: KMOLONE@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: LISA GIGOUX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Katherine Moloney	*Principal or Designee	
Joanne Bullaro	*UFT Chapter Leader or Designee	
Roxanne Sharpe	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joann Brenner	Member/ UFT	
Tatum Metellus	Member/ UFT	
Laurie Kominsky	Member/ UFT	
Elena Philipides	Member/ UFT	
Angela Acciarito	Member/ UFT	
Roman Galand	Member/ Parent	
Michael Flores	Member/ Parent	
Luba Sememov	Member/ Parent	
Renee Rodriguez	Member/ Parent	
Dmitri Belokon	Member/ Parent	
Riadh Amari	Member/ Parent	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be a 5% reduction on students receiving Tier 2 & 3 services by supporting classroom instruction to impact student growth.

Comprehensive Needs Assessment

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

- As per the CIE, we developed a Response to Intervention team to place students into Tier 2 & 3 services. However, classroom teachers need appropriate strategies to meet the needs of Tier 1 students. The RTI team needs to provide teachers with strategies and techniques for student performance improvement in the classroom setting reducing the need for Tier 2 and 3 interventions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Setup of the 2013-14 RTI Team. Team members will discuss students, suggest Tier 1 strategies and reevaluate placement after 6 weeks. Members will review the school's various research-based materials (i.e. Great Leaps, Earobics, PRIM, etc.) for use by Teachers .
2. Professional Development support is to be provided by Network specialists, the Administration and Teacher Leaders. We will include our Network Achievement Coaches in some meetings and share information with them to enhance our work. Enlist the aid of service providers such as ELL Teachers, Speech and PT/OT to provide additional resources and strategies to the classroom teachers.
3. . Progress Monitoring is a key component of RTI. The RTI team will use progress monitoring to establish effective individualized remedial programs. Teachers will learn to use data from progress monitoring to evaluate students' academic performances over time in order to successfully implement RTI. The Principal will meet with teachers twice a year to review their data.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration and Support Staff
2. Administration, Support Staff and Network Coaches to support classroom teachers
3. Administration and Support Staff to support classroom teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By January 2014, administration will review student work to monitor student growth.
2. By February and May 2014, Principal will meet with classroom teachers to evaluate student progress.
3. By March 2014, Administration will evaluate the success of the Professional Development by informal observations of Teachers.
4. By March 2014, the RTI team will evaluate the Progress Monitoring System put into place.

D. Timeline for implementation and completion including start and end dates

1-3. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The RTI team will be supplied with resource books such as "RTI: Making It Work."
2. The RTI Team will have a period to meet once a week with time to talk to teachers.
3. PD on RTI will be provided at Lunch and Learns, Wednesday Meeting Time and PD days.
4. As per Chancellor support, we are conducting extended Parent/Teacher Conferences for those students who scored a 1 or 2 on State exams. In addition, we offered the same extended Parent/Teacher Conference opportunities to those whose 3rd Grade students are at risk and potential holdovers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- SLT Meetings
- Letters home to Parents about RTI (Translated versions included)
- Parent Teacher Conferences
- Breakfast with the Principal-Open Door Policy
- Mid Year Student Progress Report

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of teachers will participate in observation cycles and receive feedback that is aligned to the Danielson Framework for Teaching in order to have a positive impact on student achievement.

Comprehensive Needs Assessment

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

Teacher Evaluations are now based on the Danielson Framework. Teachers need to know what is expected of them when they are visited by Administration. Administrators and staff have received PD on the protocol for low inference teacher observations and Administration/Teacher Conferences. Information on Teacher Methodology will be presented at Faculty Meetings and SLT meetings. This will assist in directing teachers with a better understanding of best practices and will help increase student performance on State Assessment Tests and class work by raising the bar for teachers and students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development- PD will be given on the Danielson model on Teacher Methodology to support our work on Questioning Effective Planning and Assessment. In addition the Administration will plan focused Professional Development Programs based on feedback from teachers and representatives from the City and Network. PD will be supported by Network 605 Specialists.
2. Low inference teacher observations- The Administration will visit Teachers informally and formally on targeted pedagogical criteria through the year offering meaningful feedback (including next steps/considerations)

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Data Specialist and Network Achievement Coaches assisting classroom teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By January 2014, Administration will review student work as evidence of highly effective teacher practices
2. By February 2014, the Administration will evaluate the PDs given by reviewing the Teacher Effectiveness forms to see Teacher growth.

3. By March 2014, the Administration will evaluate how observations are proceeding by the increase of Teachers receiving Effective on their Teacher Observations.

D. Timeline for implementation and completion including start and end dates

1-3. September-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Administrators will meet the Network Specialist and NYC staff to thoroughly understand the scoring on Danielson model.
- PD on the Danielson model and teacher evaluations will be provided at Lunch and Learns, Wednesday Meeting Time and PD days.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- SLT Meetings
- Parent Teacher Conferences
- Breakfast with the Principal-Open Door Policy
- Mid Year Student Progress Report

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, there will be an increase of 3% in the number of students making at least one year's progress in ELA on City-wide Performance Assessments by planning, teaching and adjusting lessons and units that integrate the new curriculum and higher order thinking skills.

Comprehensive Needs Assessment

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

After review of NYS ELA assessments, the Progress Report and future CCLS requirements, students need to show progress in Literacy by meeting Common Core State Standards. After reviewing all the new programs, PS 100 picked ReadyGen program to meet CCLS requirement. Since this is a new program the staff needs to become familiar with it and be able to utilize it to write curriculum maps and lessons. Teachers need to become familiar with this program in order for our students to meet the Common Core State Standards and will involve all students in the school including subgroups. By using ReadyGen, the school will become prepared for the future of NYS ELA assessment, increase student progress and achievement across curriculum areas, and allow students to become college and career ready.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Professional Development- Teachers will have Professional Development on ReadyGen. Teachers will continue to build their knowledge and application of CCSS. Teachers will have follow up Professional Development with Network Staff. An allocated Professional Development Day will be used to Curriculum Development.
- Collaborative Team work on -Teachers will work collaboratively to create curriculum maps based on, ReadyGen units and modules, construct rubrics, create

differentiated scaffolded lesson plans, and examine student work . Two School Calendar PD days will be allocated for teachers to work together on ReadyGen. The school schedule has been changed to allow for horizontal and vertical meetings for planning and training.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, staff that attended ReadyGen workshops and Network staff will assist teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By January 2014, Administration and the Instructional Team will review Student ReadyGen Performance Assessments to see student growth
2. By February 2014, Administration will evaluate PD on ReadyGen by observing lessons and reviewing PD feedback .
3. By March 2014, the Instructional Team will evaluate Collaboration Teams by reviewing team minutes and curriculum maps.

D. Timeline for implementation and completion including start and end dates

September-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Pearson resources will be used to create curriculum maps.
2. PD provided by Pearson will be attended by several teachers who will turnkey to the staff.
3. PD on the ReadyGen will be provided at Lunch and Learns, Wednesday Meeting Time and PD days

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- SLT Meetings
- Parent Teacher Conferences
- Breakfast with the Principal-Open Door Policy
- Mid Year Student Progress Report
- Principal will conduct Parent Workshops on "understanding the Common Core" and "Shifts in Curriculum."

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
- 1.
- Timeline for implementation and completion including start and end dates
- 1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- Strategies/activities that encompass the needs of identified subgroups
- 1.
- Key personnel and other resources used to implement each strategy/activity
- 1.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
- 1.
- Timeline for implementation and completion including start and end dates
- 1.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>The Early Childhood Intervention Specialist uses a language-based approach to reinforce work taught in reading, writing, math, S.S. and science.</p> <p>At-Risk Special Education Teacher Support Services (SETSS-Resource Room) - Students who have failed to meet the promotional criteria (Level 1 students in reading) will have the opportunity to work with the SETSS teacher. The SETSS teacher utilizes the Wilson Language Program to promote reading achievement in grades 3-5. This program follows the Orton-Gillingham philosophy to teach reading. Students in grades 1-5 also receive intervention services including guided reading during the Extended Day Program in the afternoon.</p>	Small group	<p>Early Childhood Intervention Teacher- during the school day</p> <p>SETSS Teacher- during the school day.</p> <p>Extended Day- after school After school</p>
Mathematics	Students who are having difficulties in Math receive remedial instruction during the Extended Day Program	Small group	After school
Science	Students who are having difficulties in Science receive remedial instruction (including guided reading on how to read informational texts) during the Extended Day Program	Small group	After school
Social Studies	Students who are having difficulties in S.S. receive remedial instruction during the Extended Day	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified by the school administration. Students in need of guidance meet with the guidance teacher once or twice a week	Varies 1:1, small group	During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.				
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association as trained volunteers and welcomed members of our school community. Our school will support parents and families of students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

template is also available in the eight major languages on the DOE website at

<http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement

and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Sample Template for School Parental Involvement Policy:

I. General Expectations

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

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

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

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

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

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

P.S. 100 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents elect members to the School Leadership Team. Parent members of the SLT help in the process of school review and improvement. In addition, the meetings have an open door policy so that all parents can attend meetings

P.S. 100 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

P.S. 100 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by: coordinating with CBO's in assisting with vision/hearing testing, outreach to parents when offering early childhood workshops, welcoming Parents and new students to the school with orientations.

P.S. 100 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be determined by meeting with the PTA on a regular basis (usually after SLT Meetings, encouraging communications before and after PTA Conferences and including a Parent representative accompany staff on a PASS Review.

P.S. 100 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

- i. the State's academic content standards
- ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: continuing to conduct parent workshops offered by the math coach (math games, and training on math resources available through technology) and other subject specialists (health issues and early childhood topics). The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by inviting parents to faculty conferences to discuss neighborhood issues.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by continuing to conduct parent workshops offered by the math coach (math games, and training on math resources available through technology) and other subject specialists (health issues and early childhood topics). In addition, we will continue to call upon the assistance of our Parent Coordinator to develop communications with Parents.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by utilizing the translation services available to us by our PTA. These translations of school material have been an effective tool in maintaining communication on school-wide policies.

III. Discretionary School Parental Involvement Policy Components

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, as evidenced by School Leadership June minutes this policy was adopted by the P.S. 100 on June 1, 2013 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before second week of September.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

School-Parent Compact:

P.S. 100, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-14.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 100 will:

P.S. 100 holds a comprehensive assessment review each year in order to provide high quality curriculum and instruction. Programs, strategies and materials that have led to student success are continued and refined. New ideas

are researched and introduced. Students receive additional support if they are in need of services. Professional development is provided to all teachers in order to maintain effective teaching.

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

[Describe when the parent-teacher conferences will be held.]

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

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

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

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

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

Parents may be able to volunteer to join the School Leadership team. They can participate in Back to School Day as well as visit classes during Open School Week. Parents can volunteer to help during class trips. They are invited to watch the students' special performances (i.e. plays).

P.S. 100 will:

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

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

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

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

Parent Responsibilities

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

Making sure that homework is completed.

Making sure my child is on time and prepared everyday for school

Talking with my child about his/her school activities everyday

Providing an environment conducive for study

Monitoring amount of television their children watch.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Reading together with my child every day

Respecting the cultural differences of others

Helping my child accept consequences for negative behavior

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Being aware of and following the rules and regulations of the school and district

Supporting the school discipline policy

Express high expectations and offer praise and encouragement or achievement

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

Do my homework every day and ask for help when I need to.

Come to school ready to do our best and be the best

Come to school with all the necessary tools of learning-pens, pencils, books etc.

Listen and follow directions

Participate in class discussions and activities

Be honest and respectful

Follow the school's/class's rules of conduct

Follow the school's dress code

Ask for help when we don't understand

Study for tests and assignments

Read at home with parents

Get adequate rest every night

Use the library to get information and to find books that we enjoy reading

Read at least 30 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

4.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 21	Borough Brooklyn	School Number 100
School Name The Coney Island School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Katherine A. Moloney	Assistant Principal Paula Paolucci/ Tabatha Romano
Coach	Coach
ESL Teacher Lori Weiss	Guidance Counselor Caremen Seranno
Teacher/Subject Area Shirley Scherman/ ESL teacher	Parent
Teacher/Subject Area Nia Polanco/ Special Education	Parent Coordinator Cristina Tozzi
Related Service Provider Joann Brenner	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	724	Total number of ELLs	74	ELLs as share of total student population (%)	10.22%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	3	0	1	0	0	0								4
Pull-out	0	2	2	2	2	2								10
Total	3	2	3	2	2	2	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	6	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	68	0	0	6	0	0	0	0	0	74
Total	68	0	0	6	0	0	0	0	0	74

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	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	1	0	3	0	2	0								6
Chinese														0
Russian	16	18	5	2	4	7								52
Bengali														0
Urdu		1		2	1									4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other	5	2	2	1	0	1								11
TOTAL	23	21	10	5	7	8	0	74						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	15	5	2	1	2	4	0	0	0	0	0	0	0	29

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	6	2	1	3	0	0	0	0	0	0	0	0	12
Advanced (A)	8	11	6	3	2	3	0	0	0	0	0	0	0	33
Total	23	22	10	5	7	7	0	0	0	0	0	0	0	74

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2	1	0	6
4	2	0	1	0	3
5	7	0	0	0	7
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	3	0	2	0	1	0	7
4	2	0	0	2	1	1	0	0	6
5	8	0	1	0	1	1	0	0	11
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	1	1	1	3	0	6
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. PS 100 uses Fountas and Pinnell to assess early literacy skills of our ELL students. This tool gives valuable insight into ELL's phonemic awareness, phonics, reading and writing skills. From Fountas and Pinnell, ELL teachers as well as classroom teachers pinpoint areas of weakness and strengths. For example, ELL teachers and classroom teachers are working with students on short vowel sounds which seem to be a problematic area for a lot of our students. Teachers can address these weaknesses during our extended day program in addition to addressing it during classroom instruction time.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. In looking at the LAB-R, we found that 39% of the students scored at the advanced level and 61% of the students scored at the beginner level of those students who were tested in Level 1 (Kindergarten).

In regard to the pattern in proficiency levels and grade in the four modalities, the students in Level 2 (Grades 1 and 2), we were able to determine that 22% of the students are at the beginner level, 9% are at the intermediate level and 69% of the students scored at the advanced level within the listening and speaking modalities. We found that 31% of the students scored at the advanced level, 28% of the students scored at the intermediate level, and 41% of the students scored at the beginner level in regards to the reading and writing modalities.

The students in Level 3 (Grades 3 and 4), we were able to determine that 34% of the students are at the beginner level, 0% are at the intermediate level and 66% of the students scored at the advanced level within the listening and speaking modalities. We found that 33% of the students scored at the advanced level, 31% of the students scored at the intermediate level, and 34% of the students scored at the beginner level in regards to the reading and writing modalities.

The students in Level 4 (Grade 5), we were able to determine that 57% of the students are at the beginner level, 0% is at the intermediate level and 43% of the students scored at the advanced level within the listening and speaking modalities. We found that 29% of the students scored at the advanced level, 0% of the students scored at the intermediate level, and 71% of the students scored at the beginner level in regards to the reading and writing modalities.

According to the data and levels of proficiencies we will work on providing rigorous instruction to increase the ELL's reading and writing skills. .

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. The 2013 NYSESLAT combined modality sets analysis has not been released from SED as of 12/6/13.

4. For each program, answer the following:

- a. 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?

- a. It should be noted that many of our ELL students who took the 2013 New York State exams, were new admits not only to our school but to the United States as well. Grades 3,4 and 5 were administered the New York State Math exam in 2013. The percentage of students tested in the third grade is as follows, Level 1 is 14%, and Level 2 is 42%, 28% scored at Level 3 and 14%at level 4. The percentage of students tested in the fourth grade is as follows, Level 1 40%, Level 2 40% and 20% scored at Level 3and 0% scored at level 4. The percentage of students tested in the fifth grade is as follows, Level 1 is 89%, and Level 2 is 11% and 0% scored at Level 3 and Level 4. The English Language Learners who are falling below the math standards are given enrichment within the classroom using differentiated instruction as well as during the extended day program. The ELL teachers participate in staff development for all grades and works closely with the teachers of grades 3-5 to increase the level of math proficiency. Grades 3, 4, and 5 were administered the New York State ELA exam in 2013. The percentage of students in the third grade is as follows, Level 1 is 50%, and Level 2 is 33% and 16.6% scored at Level 3 and 0% at Level 4. The percentage of students tested in the fourth grade is as follows, Level 1 is 66%, 0% at Level 2, 33% of ELL students scored at Level 3 and 0% scored at Level 4. The percentage of students tested in the fifth grade is as follows, Level 1 is 100%, and 0% of our ELL students scored at Levels 2, 3 or 4. The English Language Learners who are falling below the ELA standards are given enrichment within the classroom along with the ELL teachers. They are also encouraged to attend the Extended Day Program and an additional after school program geared to promote language acquisition and comprehension skills.

- b. School leadership and teachers are using the results of the ELL periodic assessments to help the students develop the skills

necessary to achieve proficiency levels on the NYSESLAT. The ELL periodic assessment is studied by the school leadership team who will then identify and research resources needed to help students acquire the necessary skills to enhance their performance skills on all assessments.

c. The periodic assessments are helping the teachers identify those students who are falling below proficiency levels and enabling us to organize student grouping. In looking at the data we notice that students are falling below proficiency levels on the reading modality. The ELL teachers will work to strengthen the students reading skills through the use of interactive read alouds, literature discussions, increasing the amount of vocabulary workshops and phonics lessons, shared and performance reading as well as use of rich questioning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

5. In order for our school to guide instruction for ELL's within the response to RTI is as follows: We will look at baseline assessments as their universal screening to help teachers make instructional decisions. We will examine achievement in the classroom, analyze data, design and implement targeted supplemental supports. We will monitor progress over time and plan for mid course corrections. Students will be evaluated for Special Education when they are not responding to rigorous instruction, along with instruction being provided with increasing intensity. The family of these students will be contacted throughout the process to foster a partnership to achieve success. Instruction for our ELL's in English Language development is provided at the Tier 1 instructional level. Students will move to Tiers 2 and 3 if they demonstrate the need for more targeted and intensive academic support. The ESL teachers and classroom teachers will review Fountas and Pinnell as our universal screening assessment. In addition we will review all classroom exams, student work and student observations to determine if a student is in need of interventions. At PS 100 we have designed a form for the teachers to complete if there is concern that a student is not meeting their highest potential. The RTI team reviews the teachers concerns and discusses next steps. The RTI team consists of the Assistant Principals, the Special Education Coordinator/Data Specialist, Speech Therapists, the School Psychologist and the ELL Lab Coordinator. As a team we will determine if the ELL student in question is receiving differentiated instruction within the classroom, how familiar is the student with the language as well as proficiencies in their native language. When it is determined that an ELL student is in need of receiving Tier 2 services, the reading specialist will provide extra support in a small group setting. The team will review the student's progress with in a six week time frame to see if the interventions in place are working. We will review Fountas and Pinnell again, and compare the data.

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. To ensure that a child's second language development is considered in instructions decisions, we will determine the degree of language proficiency and determine if the students are able to build knowledge. The teachers will call upon a student's prior knowledge to engage English language development.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. ELL teachers as well as classroom teachers review the results of the ELL Periodic Assessment and the Measures of Student Learning to assess the progress during the school year as well as Fountas and Pinnell to analyze student's strengths and identify where they need teaching support in different instructional contexts. To evaluate the success of our programs for ELL's we look at the data to find the weakness and strengths. We look at our student's progress to determine the value of keeping what works for our ELL population.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The steps taken at PS 100 for an initial registration are as follows:

Letters are sent home to all students in our school to advise parents of upcoming registration dates for all new incoming Kindergarten students for the following year. The letter indicates that parents should call to make an appointment with the school secretary. The pupil accounting secretary makes appointments to do the initial registration. If a parent needs an interpreter one will be provided for them. We have on our staff many teachers who speak languages other than English. These appointments are scheduled before the school day begins or during one of our ESL teacher's preparation periods. One of our licensed ESL teacher's, Lori Weiss or Shirley Scherman, are there to ensure that an informal interview is conducted with the parents for the Home Language Identification Survey. During the informal interview, the ELL teachers will question the family about other languages spoke in the home such as, how comfortable is the child speaking in English, does the child have any prior experience in school, what is the highest level of education has the child had; are some of the questions that are asked during the informal interview. At registration we require that the child must be present at registration and an informal interview is conducted as well. In order to obtain English proficiency and limitations the ELL teachers will have the students look at a book and discuss its features and ask questions in English to reveal language skills. The ELL teachers will then discuss findings with the parent/guardian to determine if the child should be administered the LAB-R. If a parent/guardian does not bring an interpreter with them we will provide an interpreter for them. We have many teachers in our school who speak Russian, Arabic, Urdu, Spanish, Hebrew, Chinese, Polish, and Italian. A parent orientation is held within the first ten days of school where the program options are explained. After the Parent Survey and Selection forms are completed, the ELL teachers will review them and place students according to parent choice, grade and proficiency level. A letter is sent to the parent to inform them what ELL instruction they will be receiving for the year. During the informal interview, it is also explained that an annual assessment, The New York State English as a Second Language Achievement Test, in the spring to determine whether or not the student continues to be eligible for ELL services. Letters of entitlement or non-entitlement are sent home (in English as well as their preferred language) after determining the students LAB-R scores. If it is determined that a student speaks Spanish the Spanish LAB-R will be administered within the first 10 days of school by one of our Spanish speaking pedagogues with an ELL teacher supervising the exam.
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.
 2. In order to ensure parents have a clear understanding of programs after it is determined that their child/children are entitled to services; our certified/licensed teachers along with our parent coordinator, Cristina Tozzi, and other school staff members who serve as interpreters, conduct a parent orientation meeting. This meeting is held within the first 10 days of school. Entitlement letters are distributed, in English as well as their preferred language, along with a Parent Survey/Selection Form. At this meeting, the parents are provided with information about bilingual/ESL services. The parent brochure, A Guide for Parents of English Language Learners, is distributed at the meeting. It is explained to the parents that they have an opportunity to select a program that best fits the need of their child. All three choices, Transitional Bilingual, Dual Language, and Freestanding English as a Second Language, are explained. We provide the parents the opportunity to watch the orientation video on a Smartboard. Parents are then given the opportunity to ask questions and decide on the program that is right for their child. It is explained that a bilingual class can be provided if there are 15 or more students in two consecutive grades. Parents are also informed that if they do not choose a program their child will be placed in a Transitional Bilingual program, if it is available. The Parent Survey/Selection Form is distributed and filled out at that time. A parent may opt to fill the form out at home and it is asked that they return it the following day. If a parent does not return Parent Survey/Selection Form or is unable to come to the Parent Orientation meeting, the ESL teachers or Parent Coordinator will call the home or see the parent as the class is being dismissed. Parent Orientations are held throughout the year as needed based on continued enrollment.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. To ensure that entitlement letters are distributed the ESL teachers use the NYSESLAT /LAB-R History Report as a check off guide along with the ELL Admissions Program Data form. Each student that is LAB-R eligible is recorded on the Admissions data form. As letters are distributed and returned the appropriate box is checked off. This is checked periodically throughout the year. Parents are informed at the Parent Orientation meeting that if a form is not returned their child will be placed in a Transitional

Bilingual program, if it is available. It also states that on the Placement Letter (Appendix F) if a parent does not submit a Parent Survey and Selection Form, Their child was placed on program availability and according to state regulations. The Parent Survey and Selection Forms are either returned the day of our Parent Orientation or to the classroom teacher. It is then given to the ESL teacher. The Parent Survey and Selection Form is the copied. One copy is placed in the student's cumulative folder and one copy is placed in the office.

4. 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.

4. Students who are new to PS100 and identified as English Language Learners are placed in classes which are aligned with the Parent Survey and Selection Form. Entitlement letters, in English as well as in the preferred language, are then sent home. Letters of Continued Entitlement are sent home to the students who score below proficiency levels on the NYSESLAT and are in need of continuation of services. This is recorded on the ELL Admissions Program Data Form as well as entered on ATS on the ELPC screen which is entered with in the first twenty days of enrollment. Non-Entitlement/Transition letters are sent home to those students who have scored at or above proficiency levels on the NYSESLAT. Non-Entitlement letters are sent home to those students who were eligible to take the LAB-R, but score indicated that they are English proficient and is not entitled to receive services. Letters of placement is then distributed to those students who are in need of services. Parents are encouraged to call the ESL teachers and Parent Coordinator with any questions or concerns they may have about their child's placement. Interpreters are available to aid in communication with the parents.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5. The steps taken to ensure that all eligible students are administered the NYSESLAT, the ESL teachers and the testing coordinator devise a schedule to allow students to be grouped by grade. We administer the listening, reading and writing modalities of the NYSESLAT within three consecutive days allowing for continuity. The speaking modality of the NYSESLAT is administered on an individual basis. Using the RLAT and eligibility roster, the ESL teachers ensure that each student is administered each modality of the NYSESLAT. If a student is not present for one or more of the subtests of the NYSESLAT the ELL teachers will first contact the parent or guardian to inquire the students reason for being absent and explain that the NYSESLAT is being administered. When the student returns to school, the subtest will be administered by an ELL teacher.

6. 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.) 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. 

6. In reviewing the Parent Survey and Selection Forms for the past few years, the trend in program choice is an overwhelming request of the Freestanding English as a Second Language classes. This year (2013-2014) there is 23 students identified as English Language Learners in Kindergarten. All 23 parents returned their Parent survey and Selection form. Twenty two parents selected Freestanding ESL as their first choice. One parent selected a bilingual Spanish program. The child also has an IEP and is placed in an ICT class. A special education bilingual class is not available at this time at PS100. We offered to find a program that would be aligned with her first choice and the mother refused. The child is now placed in the ESL program. The programs offered at PS100 are aligned with the parent's choice. As a result of the information provided on the Home Language Identification Survey, we find that the ELL population at PS100 consists mainly of Russian language speakers. Although most of these children, who enter our school in Kindergarten and First Grade, are born in America, they have limited English skills and are taught in their native language at home. Upon their entrance to school, the parents of PS100 students prefer that their child/children begin learning English and receive ESL services in conjunction with their daily classroom instruction.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. ESL Instruction is delivered using the Push-In/ Pull-Out method.
 - a. At PS100 all classes are heterogeneously grouped. This allows for differentiated grouping. Through this program the teacher is able to group students and allows the teachers to target individual student needs and focus on texts and materials that is appropriate for their ability. We want to be able to challenge students not frustrate the struggling. PS 100 has self contained Special Education classes that combine grades 1 and 2, and grades 3 and 4, as well as grades 4 and 5. The ESL teacher's use the Push in/Pull out Model to service the Special Education students. There are also Integrated Co- Teaching (ICT) classes. The pull-out method for ESL instruction is used for these classes.
 - b. The ESL teachers at PS100 use a combination of the Push-In, Pull-Out method. The Pull-Out programs in grades 3-5 are grouped according to proficiency levels. The Push-In/pull out models are used in the Special Education classes in Grades 1-5. The Kindergarten classes are grouped together according to their proficiency levels using the Push-In method. When the ESL teachers are pushing in to the classrooms the students are of mixed proficiency levels.
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)?
 2. There are two certified ESL teachers at PS100 and one second grade teacher that holds both a common branch license and ESL certification. At PS 100 the General Education, as well as the Special Education students are pulled out of the classroom for small group instruction. The ESL teachers will also use the push in method to provide the prescribed mandated allotment of time. Students who score at the Beginner and Intermediate levels on the LAB-R and NYSESLAT receive 360 minutes of ESL instruction per week. The students who receive a score at the Advanced level receive 180 minutes of ESL instruction per week. At PS100 each period 47 to 50 minutes and there are 8 periods per day.
 - a. The instructional minutes delivered in program model are as follows:
All kindergarten students in general education and kindergarten ICT classes are receiving instruction through the push in method of instruction. The beginners and intermediates are receiving the prescribed 360 minutes of ESL instruction per week (2 periods a day 4times per week). The students who have scored at the advanced level on the LAB-R are receiving the prescribed 180 minutes of instruction per week (1 period a day 4 times per week). The students are grouped for differentiated instruction within the classroom. The classroom teacher and ESL teacher are working together to devise a curriculum that will meet the academic needs of our ELL population. The first grade and second grade general education and students in the ICT program who have tested at the beginner and intermediate levels are receiving ESL instruction 2 periods a day 4 times per week along with the second grade Special Education students. The second grade Special Education (2 intermediate and 1 advanced) students will join this group 1 period a day 3 times per week. The push in model of instruction is in place for the remaining mandated 5 periods that the second grade Special Education students are required to receive. The first grade general education students who reached the advanced level on the NYSESLAT are receiving 1 period a day 4 times per week using the pull out model of instruction. Grades 2 and 3 general education students at the advanced level and are pulled out for small group instruction 1 period a day, 4 times per week. Grades 3,4,and 5 general education as well as Special Education students, including ICT students who have scored at the beginner and intermediate levels on the NYSESLAT and LAB-R exams are delivered ESL instruction using the pull out method 2 times a day, 4 times per week. Grade 4 and 5 general education students, special education students and ICT students who scored at the advanced level are pulled out for small group instruction 1 period a day, 4 times per week.
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 foster language development and meet the demands of the Common Core Learning Standards.
 3. All ESL classes are conducted in English with Native Language support from our bilingual paraprofessionals as well as some of our teachers and staff who are bilingual in the languages of our students. Content areas are delivered through group instruction using ESL methodologies providing strategies for comprehension .The English Language Learners at PS100 are supported with weekly lessons that scaffold comprehension instruction and vocabulary development which are aligned to the Common Core Learning Standards. The students are driven to meet the CCLS through rigous planning and instruction. The ESL

instructors will activate prior knowledge and build background. The ESL teachers provide picture cards and use the TPR (Total Physical Response) method to engage in active learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. To ensure that our ELL's are appropriately evaluated in their native languages bilingual dictionaries are provided as well as reading books that are translated into Spanish and Russian PS 100's primary languages. The New York State Math Exam is provided in their native language. The New York State Science Exam is orally translated by one of our Bilingual pedagogues. Some of the instructional materials in our reading program are translated into languages other than English which in turn not only supports the student but their families as well.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. At PS 100 there are many steps are taken to ensure that our ELL population are being evaluated in all four modalities. For grades 3-5 the Periodic Assessment test is a great tool used to focus in on what skills the students need to improve to make gains on the NYSESLAT. In kindergarten through grade 2. Fountas and Pinnell are also used as a tool to determine student progress. The ELL teachers work closely with classroom teachers to develop classroom exams to encompass all four modalities. Comprehensive diagnostic tests are created to pinpoint skill strength and weaknesses, unit assessments provide summative assessment following instruction, and comprehensive post tests assess mastery. The ELL teachers and classroom teachers build upon all aspects of students' language competencies to extend the language experience across the curriculum. The content of lessons and activities draw from all areas of the curriculum. Lessons will provide the opportunity for students to relate their development in listening, speaking, reading, writing, and language to all content areas. The ELL's will be included in group discussion which will draw on their experiences. A broad range of speaking and listening skills will be developed through storytelling, presentation of information, participating in class discussions, comprehending and analyzing oral information, recalling details, and following oral directions. In regards to reading and writing skills students will learn basic structure of language presented through traditional grammar as interrelated with usage, mechanics, vocabulary, and spelling. All language conventions are developed, practiced and then applied to their use in writing sentences and then paragraphs in order for students to relate language study and practice effective communication. Students will hear, read and appreciate language as language is used orally and in written form. Students will have the opportunity to display their own creative writing and expression as well as learn to take notes; do research and learn how to take notes, self correct/edit and share presentations. We also use Exit Tickets, using a piece of writing or through questioning, after a lesson is taught to provide the teachers with the knowledge if a student understood the lesson or are still struggling with a skill. At that time it will be determined if a student needs further instruction or is able to move ahead.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a. At this time, PS 100 does not have any SIFE students. The SIFE students at PS100 would be supported by our SETTS teacher as well as the ESL teacher. The SETTS teacher pushes into the classroom during the day to increase academic gains. SIFE students would participate in small group instruction with the ESL teacher to increase academic rigor. SIFE student would be paired with peer tutors. Instructional objectives for all students are constantly changing due to the progression of academic knowledge; differentiated instruction is taking place on a daily basis according to topics being covered.

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

c. The ESL and classroom teachers will look closely NYSESLAT scores, State Reading Exams, and Periodic Assessments to devise a plan for our ELL's who are enrolled at our school for 4 to 6 years. The teachers will work closely to plan lessons in order to

increase their academic rigor and achieve goals set by both ESL teacher and classroom teacher. Together they plan during common preparation periods to develop Reading, Math, Science, Social Studies lessons as well as appropriate homework assignments. The ESL teacher will look at curriculum maps in order to develop lessons that align with classroom lessons as well as to meet with the Common Core Standards. These students are encouraged to participate in read-alouds, shared and guided reading as well as the writer's workshop model. There are electronic dictionaries in each classroom to aid the students.

d. At this time we do not have any long term ELL's. The long term ELL's at PS100 would be supported by our SETTS teacher as well as the ESL teacher. The SETTS teacher would push into the classroom during the day to increase academic gains. Long term ELL's participate in small group instruction with the ESL teacher to increase academic rigor. Long term ELL's will be paired with peer tutors. Instructional objectives for all students are constantly changing due to the progression of academic knowledge; differentiated instruction is taking place on a daily basis according to topics being covered.

e. Former ELL's will continue to receive extra support from ESL teachers as well as the classroom teachers. These students receive time and a half on all state exams as well as given extra time on all classroom exams. The classroom teachers are supported by the ESL teachers with workshops and guidance to ensure academic rigor is being provided for these students. Together classroom teachers and ESL teachers will develop lessons to meet the needs of students who have reached proficiency levels on the NYSESLAT. Transitional support for our ELL's that have reached proficiency on the NYSESLAT will be addressed through differentiated instruction. Students will be grouped together during classroom time to work on the necessary interventions to achieve instructional goals.

The students of PS 100 are going to the extended day program Tuesday and Thursday afternoons, during this time the class is divided into groups based on classroom data to target school wide as well as individual goals in order to increase academic rigor. At this time the students are supported not only by their classroom teacher, they are supported by an out of classroom teacher for academic intervention services. During this time students who are in need of transitional supported are targeted during this period.

7. 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. In order to accelerate English language development for our ELL's in our Special Education classes the teacher's use a variety of strategies to enhance language development in academic content areas. All materials are on grade level to promote academic rigor. ESL teachers use the push in and pull out model where the use of small group instruction is in place to increase academic rigor as well as to meet academic goals set by the classroom and ESL teachers. The teachers will work together to develop lessons which will immerse the Special Education students in social and academic language using pictures, tactile objects, visual cues and audio support. The students will have support to work on their phonological awareness skills using the program, Foundations, published by Wilson. The Special Education classes are encouraged to go on class trips to enhance social and academic language while giving them meaningful and rich life experiences. The use of laptops and Smart boards in the classroom aid in supporting our Special Education students. Our first and second grade Special education students are also supported by Bilingual Paraprofessionals. They assist the students in the classroom with the transition to speaking, reading and writing from Spanish to English. The paraprofessionals also aid the parents of these students as interpreters and translators. All Special Education students receive the prescribed amount of mandated units of ESL support in order to reach their highest potential of learning. In order for the school to ensure that all ELL-SWD's receive all services mandated on their IEP's the ELL teachers review the IEP and LAB-R or NYSESLAT scores of these students to determine hours of instruction. The ELL teachers convene with other service providers of the SWD's when developing our programs in order to avoid any conflicts. The ELL teacher provides input on all IEP's of the SWD-ELL students. The ELL teacher is in attendance at the IEP meeting to discuss ELL options for their child. At that time the parent is informed of their child's placement.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. Meeting the diverse needs of our Special Education students is not an easy task. The ESL students who are also Special Education students are in need of other interventions as well as ESL services. The service providers such as, Speech Therapists, Physical Therapists, Occupational Therapists, Guidance Counselors, SETTS and ESL teachers have a meeting to devise a plan to best meet the needs of the students. It is then determined if the student will benefit from the least restrictive environment (ICT class) or a more restrictive class. In an ICT class ELL-SWD's are afforded the opportunity to learn from their peers as well as a certified Special Education teacher. Every student has their own Individualized Educational Plan. At PS 100 we work towards the students academic goals set on that plan. Students receive a modified, instructional curriculum that is tailored to meet the ESL needs either in and ICT or a self contained special education class. The criteria used to place ELL-SWD's in an ICT class is based on their academic and social abilities to meet their highest potential of learning. The school psychologist, administration, the school social worker, teachers and service providers analyze data collected from educational evaluations, Fountas and Pinnell, and classroom tests and observations. All ELL-SWD's who receive mandated services are pulled out of their classroom and mixed

together with general education students in a small group setting. Since these students are expected to take all state exams at their grade level, the ELL teacher in conjunction with their classroom teacher to help modify grade level materials in each of the content areas to fit their needs. For each ELL identified with special needs (ELL-SWD), ESL providers meet with the general education and SETTS providers to discuss the goals and modifications on the IEP. We review the IEP to ensure that the language goals on the plan are rigorous but attainable. The other therapists use both the Push-In/ Pull-Out method in order to have the least amount of disruption during instructional time.

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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

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	45 minutes per day	45 minutes per day	45 minutes per day

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

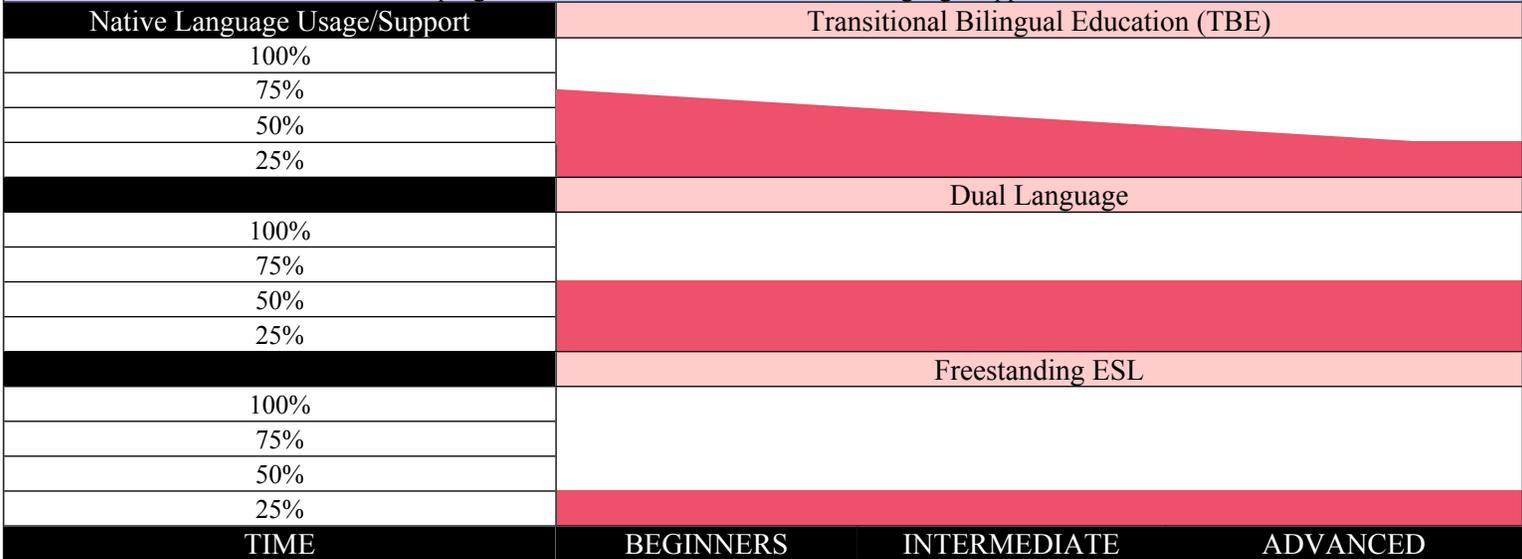
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

9. 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. The targeted intervention programs are built into our reading and math programs that are used in the classroom. ReadyGen, has an ELL component that helps a teacher develop effective lesson plans for the ELL student. The teacher's edition has ELL instructional strategies built into lessons. The program has vocabulary word cards and extends language activities. This is targeted to stimulate language production and reinforce target vocabulary. Small group activities to include word cards to practice listening, speaking, reading and writing. This is helpful for our students who are at the beginning and intermediate levels as well as our advanced students. This program supports every ELL student and scaffold instruction to help students understand and respond to literature. PS100 is using the math program, GO MATH!, published by Houghton Mifflin Harcourt. GO Math! is aligned to meet all the Common Core Math Standards. This program will help students achieve fluency, speed and confidence within each grade level. To help our ELL students this program comes with an ELL workbook that will be used within the classroom. It is designed to help with key vocabulary needed to gain information, develop their communication skills, and develop higher order thinking and problem solving skills. The program engages the students in interactive digital manipulatives using the Smart Board along with having Write-On /Wipe-Off Math Boards to help students organize their thinking with visual models and graphic organizers. All classes are conducted in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. At PS 100 we examined the effectiveness of the current programs and they are meeting the needs of our ELL's in both content and language development. In looking at the NYSESLAT and ELL periodic assessments we noticed that student's scores have risen. The students are moving toward reaching proficiency levels in all modalities.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year we are beginning a new reading program, ReadyGen. We are also opening up more after school programs to improve our students reading and writing skills.
12. What programs/services for ELLs will be discontinued and why?
12. At this time we will discontinue On Our Way to English, published by Harcourt, it is not aligned with the common core standards. Although the ESL teachers and the classroom teachers will work together in developing an enriched program through the use of, ReadyGen, we will be able to encompass pieces from other resources we have used in the past.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Our ELL students have an opportunity to participate in our Arts and Media Program. This will encompass different learning styles, which includes instructional activities that support the individual student's visual, auditory and tactile style of learning. Our ELL's are given the opportunity to hear, see, and interact with Smart Boards. This gives the ELL's the opportunity to encompass the total physical response approach to enhance real life pictures and seeing objects and places they would have never been given the opportunity to experience before. At PS100 we are extremely fortunate to have Smart Boards available for use in every classroom. In this school, we are also fortunate to have rolling computer carts for each floor of the building. Each rolling cart holds twenty eight laptops that the students have access to. Additional programs are offered at PS100 for our ELL population through Title III funding. PS 100 provide an after school program targeting our fourth and fifth grade students to increase their writing skills. Invitations are sent home to parents in English and or language of preference to welcome the ELL's to our afterschool programs. This program will help prepare our ELL's on all state exams. Aside from our after school program for our ELL's the students participate in our music and arts program. Each class kindergarten through fifth grade, including our Special Education students participates in class plays. These performances play a beneficial role in developing social and academic skills to all students. It increases listening and speaking skills. It helps develop vocabulary and comprehension skills for learners at various English proficiency levels. It also helps build confidence in our students who are in the early stages of language development. PS100 also participates in a city wide competition of Ballroom dancing, where many of our fourth grade ELL students participate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. This year at PS100 we are looking closely at our instructional goals to increase academic rigor. We are developing in our lesson plans rigorous and meaningful academic goals to improve student performance. We are working on lessons to align content and performance with the Common Core Standards as well as looking across the curriculum and developing higher order thinking

skills, practices and questioning for our ELL students. In order for our students to make progress, one of our goals is to develop a deep understanding of student needs through classroom assessment and professional inquiry that will be shared by both classroom teacher and the teachers of our ELL students. The ESL teacher's roles at PS100 will be to develop the skills needed to show academic gains, the ESL teacher includes lessons that will increase their oral language development. A Holistic Approach is used where the four skills of listening, speaking, reading and writing are included every day. The ESL teachers will continue to use a variety of resources. The ESL teachers are using Earobics (Cognitive Concepts) and Open Court to teach phonics using interactive and engaging materials. This program is being implemented throughout the grades for our ESL students. In addition the Language First! program designed by Leap Pad is used within the classrooms for our newcomers to enhance vocabulary development. It is a multi sensory program. This year we will continue to use the program, Reading Express , this program proved to be useful in grades 3, 4 and 5. This program includes lessons that target vocabulary and literacy skills that allow our ELL's to meet the Common Core Standards. This program allows for differentiated instruction and includes an Assessment Resource with software to allow the teachers to track student progress. This program provides the necessary tools needed to improve scores on the NYS ELA exams. In our Special Education programs iPads have been purchased for the students to have hands on experiences at their fingertips. This will assist in developing their vocabulary skills.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Native language is supported through bilingual libraries in the classrooms. There are books, audio cassettes, videos and CD-ROMS in different languages spoken at our school. We encourage students to borrow materials to work at home with their families. We have fiction and non-fiction books written in Russian/ English and Spanish/English, the main languages of our students. We also have bilingual dictionaries to help the children. On our staff, we have several teachers who are fluent in Russian, Spanish, Urdu, Polish and Arabic. We also have an active PTA with many parents volunteering as interpreters. We do not have a transitional Bilingual Program or a Dual Language program at this time.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. All required services support, and resources correspond to ELL's ages and grade levels. All ELL's are grouped according to consecutive ages and grade levels, as well as proficiency levels achieved on the LAB-R and NYSESLAT exams.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. We offer a tour of the kindergarten classrooms when newly enrolled students come to register at PS100. The newly enrolled student is greeted by one of our ESL teachers. This activity is before the beginning of the school year as well as new registrants who enroll in our school throughout the year. For the older students we pair them with another student who can act as a buddy/translator. This will help the newcomer adjust and feel welcomed to their new surroundings.

18. What language electives are offered to ELLs?

18. PS100 does not offer language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ELL staff members attend all professional development that is available within our school building. Professional development workshops are conducted during common preparation times and through “Lunch and Learns”, throughout the school year. The ESL teachers also attend workshops given through our Network with the ESL Instructional Support Specialists. Our ESL Instructional Support Specialist, will visit during the school year to conduct Professional Development not only with the ELL personnel, it is open to the entire staff to attend. The ESL teachers and staff will also participate in the Professional Development The schedule for the year is as follows: PROFESSIONAL DEVELOPMENT PROGRAM 2013-2014

Date / Title / Target Audience / Purpose-Goal / Presenter

10.1.13 / Effective Practices – 1Class visits/debriefing / Special Education Teachers /To see effective classroom practices and apply/ S. Sciacca Dr. Mary Esposito

10.1.13 / Effective Teaching – 2 Engaging students (class visit/debriefing) / Various recommended Teachers Teachers to observe various strategies to engage students in lesson/discussions / L. Finkelstein P. Paolucci

10.2.13 / Curriculum Mapping / Cluster Teachers / To assist cluster teachers in connecting specialty curricula to CC grade/goals/ Dr. Mary Esposito, K. Gelling, Administration

10.9.13 / Role of the Paraprofessional / All Paraprofessionals / To help paras raise student motivation level and engagement level / Dr. Mary Esposito

10.18.13 / Framework for Teaching: An Overview 3B Question and Discussion / All Teachers / To revisit and reinforce Danielson best practices and video/ S. Singer (lunch & learn)

10.24.13 (Th)/ Connecting QR Key Indicators and ADVANCE domain components / All Teachers / Teachers will connect Quality Review and ADVANCE domain components and site evidence / K. Moloney

10.24.13 (Th)/ RtI / PPT/ All Teachers / Review/update Teachers on RtI / PPT strategies, interventions and resources /J. Brenner

10.24.13 (Th)/ Differentiated Instruction Revised / All Teachers / Teachers to evidence differentiation on Bulletin Boards /K. Moloney

10.24.13 (Th)/ BRT Safety Plan / All Teachers/Paras / To review Safety Plan and BRT procedures developed / P. Paolucci, T. Romano,J. Brenner

10.24.13 (Th)/ Curriculum Mapping / S. Singer

10.24.13(Th) / Safety Plan / All Teachers / Paras / J. Brenner

11.5.13 (T) / Advance F.A.Q/Artifacts / All Teachers / To further familiarize staff with procedures of Advance/ T. Romano

11.5.13 (T) / Bloodborne Pathogens / Training / All At-Risk Teachers/Paras identified / In compliance with the Office of Occupational Safety and Health / employees identified at-risk are required to be trained. / P. Paolucci

11.5.13 (Th) / Preparation for P/T conferences / New Teachers, All Teachers / Preparation for P/T conferences – need for interpreters, length/time of conferences, what you should have available.../ P. Paolucci, T. Romano

11.20.13(W)/ ELL Workshop / Various Teachers / To assist Teachers in planning lessons that are appropriate for the ELL student / L. Weiss, S. Scherman (Lunch and Learn)

11.26.13 (T)/ Navigating ARIS / All Teachers / Using ARIS to develop artifacts to satisfy 1e /J. Brenner (L&L)

11.25.13 / Effective Teaching Strategies – 2 / Engaging students (class visits) / (teacher preps) Various recommended Teachers / For Teachers to observe various strategies to engage students in class discussions / N. Cataldo, T. Dorman, A. Massaro

12.11.13(W)/Preparation for Promotion-In-Doubt / New Teachers, All Teachers / Preparation for designation of PID students; collect data, interventions, parent notifications /P. Paolucci, A. Papadopoulos (L&L)

12.18.13 (W) / Data Analysis / All Teachers / Reviewing class data and to introduce new periodic assessments/school net / J. Brenner (2:20-3:10)

12.19.13 (Th)/ Lively Letters (a multi-sensory phonics program) / All Teachers / Paras / To familiarize with intervention phonics program (to be used as a supplemental program) / M. Flores, L. Russo (L&L)

1.14.14(T) / Network Literacy Study Group / All Teachers / To turnkey information received at the Network Literacy Study Group / E. Philipides, G. Quinones (L&L)

1.22.14 (W) / Advance Presentation / All Teachers / To present information received at Advance Training Workshop / L. Buchbinder

1.30.14 (Th) / Technology in classroom / All Teachers / Using technology in your recordkeeping, planning and delivery of lessons / T. Tong, B. Howe (L&L)

2.5.14(W) / ReadyGen Presentation by grade / All Teachers / To turnkey to Teachers on their grade information and strategies presented at the ReadyGen Training / Finkelstein / Lippert / Cataldo / Mari / Bruno (2:20-3:10)

2.13.14(Th) / Guidance Strategies (PBIS) / All Teachers / To assist Teachers with various guidance and behavioral interventions / C. Serrano (L&L)

2.26.14(W) / PLC Presentation / All Teachers / To inform staff of process and protocols of their PLC meetings / PLC Training Leaders

3.3.14 *(M) / Questioning Differentiated Instruction / All Staff / TBA/ Calendar Change

3.5.14 (W) / Testing (gr. 3, 4, 5 only) / Grades 3, 4, 5 Teachers / To familiarize Teachers with testing procedures and requirements / J. Brenner

3.13.14 (Th) / Network Math Study Group / All Teachers / To turnkey information received at the Network Math Study Group / B. Howe, S. Bruno (L&L)

3.18.14 (Th) / ELL follow up / All Teachers / To continue to support classroom teachers with ELL strategies / L. Weiss, S. Scherman (L&L)

3.25.14 (T) / Smartboard Refresher / All Teachers / To revisit Smartboard Technology and classroom application / T. Tong(L&L)

5.12.14*(M) / PD day – calendar change? / All Staff / TBA

5.19.14* (M) / PD day – calendar change? / All Staff / TBA

2. Professional development for all staff members including the ESL teachers is ongoing throughout the year as we support our ELL's as they engage in learning the Common Core Learning Standards. The professional development will be held on Wednesday afternoons, as needed, after school during our 37 1/2 minute professional development time. The ELL coordinator will survey the staff to determine the needs of the staff. The staff will work together in developing rigorous lessons that will help the ELL's develop the necessary tools to meet the Common Core Learning Standards.

3. The staff of PS100 is supported by the ELL specialists to assist ELL's as they transition from elementary to Junior High School by holding workshops with the Pupil Accounting Secretary, the Parent Coordinator and the Assistant Principal to assist in filling out the necessary paper work. The staff members are also available to guide students and parents in the direction that will best meet their academic needs.

4. Teachers new to PS100 as well as the New York City Department of Education will participate in 7.5 hours of ESL training (10 hours of training for our Special Education teachers). Our staff members will participate in ongoing staff development workshops. The workshops will be conducted throughout the year to include issues regarding how The English Language Learners can meet the Common Core Standards. The ELL Instructional Support Specialist at PS100 will work closely with school-based staff to create and conduct interactive workshops. These workshops will be held during grade meetings or at our "Lunch and Learns". At the "Lunch and Learns", teachers are invited to have lunch with the ESL teachers to discuss a topic. The teacher workshops will include:

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent workshops are offered throughout the year with the ESL specialists as well as the parent coordinator. Some of the workshops include, “Working with Your Child at Home”, “ESL and Technology-Navigating Academic Websites”, and “Preparing Your Child for the NYSESLAT”. The ESL teachers are working together with staff members to develop a new website for parents to access. The website will provide links to helpful websites for parents to visit with their child as well as enable a parent to contact the ESL teachers via e-mail. There is always an interpreter available to provide support to our non-English speaking families.
 2. PS100 has partnered with The Shore Front Y, the local community center to offer free ESL classes to parents of our students. The classes are held in our building after school. Our Parent Coordinator organizes this class and it has become very successful. We have staff members who serve as interpreters to provide support to our non-English speaking families.
 3. Parents of our ELL population are encouraged to call or e-mail the ESL teachers with any questions or concerns they might have in regards to their child. Parent surveys will be sent home asking for suggestions on what they would like to see presented at future workshops. Parent surveys are conducted at Parent Teacher Association meetings as well as School Leadership Team meetings. Our parent coordinator, Cristina Tozzi, is always available to serve as a liaison/mediator between parents and staff. Ms. Tozzi holds parent workshops where parent surveys are conducted to ensure the needs and wants of the parents are being met. Ms. Tozzi is also instrumental in keeping the parents informed of school and city wide events. She provides information through the school calendar as well as notices and flyers which are translated into the parents preferred language.
 4. Some of our parents have expressed concern with their lack of knowledge in regards to the speaking English. The ESL program that Shore-Front Y provides is addressing these parental concerns. Every month a calendar is sent home to inform parents of upcoming events at school. The Parent Coordinator is available to answer any questions or concerns parents may have regarding their child. The parent Coordinator has a lending library available for the parents along with brochures and pamphlets informing parents of ways to improve their child’s education. These documents are available in several different languages. All parents have school information available to them through Global Connect, a telephone service that provides school information. Information is given via a message when a mass phone call is placed in the language of the parent’s preference. At our monthly PTA meeting, we found that parents expressed an interest in volunteering at our school. Parents will be able to volunteer during school events such as our pumpkin sale, Halloween Dance, boutique sale and book fairs. We have asked parents to volunteer at events such as Publisher’s Day (the students read their published writing piece to the class). Parents will be asked to become a “Learning Leader”. A “Learning Leader”, are volunteers that are trained by the Department of Education to assist in the building, helping at the security desk, lunchroom and reading with the children in the classrooms. Parents are asked to attend workshops to become a “Learning Leader”. Parents will also then be available to assist those in the classrooms that are in need of interpreters and translators. Once a month Ms. Moloney, Principal of PS 100, holds a “Breakfast with the Principal”. Parents of all students are invited to join Ms. Moloney as she discusses exiting new things going on at our school. She also has time allotted for parents to voice any questions or concerns they may have. A monthly calendar is sent home with all upcoming events. All parents are welcomed to join the school’s Leadership Team, which also meets once a month.

E. Additional Information

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

Part VI: LAP Assurances

School Name: 100

School DBN: 21K100

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katherine A. Moloney	Principal		1/1/01
Tabatha Romano	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Lori Weiss	ESL Teacher		1/1/01
	Parent		1/1/01
Joann Brenner/SETTS	Teacher/Subject Area		1/1/01
Shirley Scherman/Tesol	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Carmen Serano	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Paula Paolucci	Other <u>Assistant Principal</u>		1/1/01
Nia Polanco/Sped Teacher	Other <u>Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K100 School Name: Coney Island School

Cluster: 6 Network: 605

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

Staff and parent volunteers can interpret when parents need to communicate at parent conferences or on the phone. Translated signs are posted by the security desk advising parents that translators are available, if needed. In addition, all parents are asked if they need an interpreter before meetings are started. Translation dictionaries of words pertaining to education are available in the main office in over 10 languages.
A majority of ELL students at P.S. 100 speak Russian. P.S. 100 is able to provide translation and interpretation service through our bilingual Russian staff. In addition, we have staff that are able to provide translation for Spanish, Chinese, Arabic and Urdu.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Coney Island School	DBN: 21K100
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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: Part B: ELL after school program provides reinforcement of grade goals to support the students in the upper grades (3-5) in their understanding of comprehension and writing skills in alignment with the Common Core State Standards. The program will focus on reading and writing of informational text as well as improving students understanding of math skills. In reviewing the data, we noticed that our English Language Learners are in need of improvement in math, including vocabulary and writing and processing academic language. This program will help reach our academic goals. Materials will be researched and purchased in order to plan for a rigorous program. Reading Express is one of the programs to be looked at to enhance our students understanding of basic English skills. Materials will include supplementary Non-fiction and Math based library books and 3 iPads per groups to work in small groups. The program will run from January to the end of May. This program will be held twice a week (about 24 sessions) after school on Tuesdays and Thursdays from 3:10 to 5:10pm. In each grade there will be one class which will include 10-15 students in each group. There will be three certified ESL teachers conducting the classes. The after school ELL program uses English as the language of instruction.

Part C: Professional Development

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

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

Begin description here: Part C:

During the school year professional development will be given on Professional Development days (i.e. Election Day, Brooklyn/Queens Day) and during "Lunch and Learn" periods. Professional Development administered by our ESL staff will include: September- How to Include your Newcomer in your Lessons. October- How to Talk to Immigrant Families During Open School Week. November- Looking at Strategies to increase Participation. December- How do we Embrace the Culture of Our School Environment. January- How do we get our ELLs to meet the Common Core Standards? February/March Getting Ready for State Exams. April/May Looking at data to prepare instructional activities to meet the needs of the students. At PS 100 we also have Wednesday afternoon planning time, as per our union contract. At this time, training will be done on a vertical basis (across grades) where the ESL teachers will have the opportunity to meet with all staff to develop academic rigor for our ELL population. We will also research highly qualified Professional Developers to come to our school to train our staff on ESL techniques and methodologies. We will also make use of our Network Specialists in this area.

Part C: Professional Development

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: Part D: As part of the School year, we offer Parent Workshops on a wide variety of curriculum / grade pertinent topics to ensure parent understanding and support our academic goals. As the Chancellor has stated, “Informed and involved parents leads to better results for our students.” This is very important for of Parents of ELLs in that it helps them understand student expectations. Parents will meet with the ESL teachers during the school year for workshops specific to the needs of this population, i.e. “Tips on How to Help your English Language Learner at Home” and “Reading Together”. In addition, there are monthly, "Breakfast with the Principal" sessions where school information and assistance is offered. Materials may be purchased for parent workshops. Parents are notified of meetings with translated flyers/letters. Meetings are featured in our monthly School Calendar and email messages. Interpreters are always available for assistance. Within the first 10 days of the new school year a parent orientation is conducted welcoming new parents and to discuss the educational options for their child/children. At both open school events Parent workshops are given before the parents meet with their child’s classroom teachers. In October, a workshop is presented by the ESL teachers: How to Help Your Child Have a Successful School Year. In March, the ESL Teachers present a workshop titled, “How To Get Your Child Ready For the NYSESLAT. Once a month the Parent Coordinator holds a workshop for parents on various topics. Some of these workshops are: Housing issues, Health Plus, Literacy workshop, Family Math Workshop, Community Agencies and many more in conjunction with other resources. At PS 100 we have a workshop for parents to meet with Ms. Moloney at a monthly workshop titled, “Breakfast with the Principal” At this time parents will have open discussions to meet their needs, to discuss any concerns or to inform the parents of exciting new programs being offered at our school. All parents including our immigrant parents are welcome to attend.

Part E: Budget

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

Allocation Amount: \$11200

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	\$7227.36	Title III After School Program 3trs x 2 hrs x 24 sessions x

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		\$50.19=\$7227.36
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. 	3972.64	Reading Express Non-Fiction Leved Library Library Math Related Literature Books iPads - 3 per group
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11200	