



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ISAAC CLASON
DBN (i.e. 01M001): 08X100
Principal: CHAD ALTMAN
Principal Email: CALTMAN3@SCHOOLS.NYC.GOV
Superintendent: TIMOTHY BEHR
Network Leader: ELMER MYERS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Chad Altman	*Principal or Designee	
Gina Cambrelen	*UFT Chapter Leader or Designee	
Naomi Hamilton	*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	
Otis Thomas Kathy Smith Christine Rodriguez Jasmin Colon Regina Sanchez	Member/ Parent	

Sharda Kahn		
Stacy Leitner		
Sharon Mcmillian		
Jennifer Ban	Member/ Teacher	
Sara Golas		
Danielle Chiodi		

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, 100% of teachers will take part in professional development. Professional development will be aligned to support the work of Advance.

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.

Many of our students require additional interventions to demonstrate mastery of the common core learning standards. 12% of our students received a level 3 or 4 on the State ELA assessment and 16% received a 3 or 4 on the State Math assessment. Professional development will include strategies that teachers will use to implement collaborative inquiry in both English Language Arts and Mathematics. The use of collaborative inquiry will support teachers in developing targeted interventions to increase student proficiency.

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. Our RTI team provides feedback to specific teachers based on perceived student needs identified through analysis of student work and teacher input. Our team meets weekly and provides parent communication. Classroom teachers document interventions that were attempted within the classroom in order to monitor progress and determine effectiveness.
2. For our students with disabilities, the school based support team considers least restrictive environments for every child and works closely with parents to ensure that input is considered when identifying services for students. Our teachers take an active role within inquiry during 6-8 week cycles. These cycles of inquiry focus on particular groups of students that demonstrate great need including English language learners, students with disabilities, and students at risk of promotion.

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

1. This year, our school identified a response to intervention team. This team includes teachers, instructional coaches, and members of our school based support team. Our Instructional coaches and members of our RTI team provide professional development. Our RTI team provides direct instruction to Tier 2 and Tier 3 groups of students in both ELA and Math. Teacher facilitated professional development is becoming the norm at PS 100 since we recognize the importance of turn-keying best practices.
2. Instructional coaches work with our vertical team of grade leaders across all grades to support the inquiry process. Cluster teachers are assigned to individual grade teams to engage in the inquiry process with a targeted grade of students.

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

1. By February 2014, all teachers will have participated in at least 15 hours of professional development to support the work of Advance.
2. During our inquiry cycles, teachers administer pre and post assessments to measure student progress. This information is useful in determining flexible groups within every classroom. During our morning tutorial and extended day, student work is reviewed by providers to develop stronger teacher practice to meet individual needs of students. Best practices are discussed and shared during weekly common planning time.

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

1. September 2013-June 2014
2. September 2013-June 2014

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

1. Our school's administration works closely with instructional coaches and teachers to develop a schedule inclusive of Instructional blocks for ELA and Math, common planning periods, and vertical planning time for teachers of swd and grade leaders. An RTI team meeting is conducted on a weekly basis following our Child Study Team meeting. Our extended day program includes RTI services for identified students.
2. Our School has opted into a school based option with UFT to devote 37.5 minutes weekly to focus on inquiry/Advance. The majority of our teachers identified 3B-discussion techniques as an area in need of improvement. Our Instructional Cabinet worked closely with teacher teams to review outside resources and Expeditionary learning protocols to consider next steps. A fifth grade ICT Teacher partnered with the instructional team to turn-key specific strategies to facilitate discussion amongst students.

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).

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

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	x	Title IA	x	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 #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, 80% of our students will demonstrate an increase in proficiency from the Math baseline assessment to the benchmark assessment. All students will take part in baseline Math assessments from the Go Math curriculum at the start of the school year. Students will then take a mid-year benchmark (January 2014) and end of the year assessment in May to determine value added throughout the course of the year within math.

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.

Each year, our school's instructional cabinet analyzes the results of our State Math Assessment to consider ways to strengthen our instructional approach within the classroom. This year, all teachers administered a baseline assessment to identify specific skills that each child has mastered and includes skills that our students did not answer correctly. Through the use of baseline assessment results, teachers were informed about grade and class specific needs in math as well as specific skills to target. For example within 2nd grade, students demonstrate difficulty solving word problems with addition and subtraction. Additionally, our Progress Report indicated that 16 % of our students are performing at level 3 or 4 on the State Math Test.

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

Our school's progress report includes a section for median growth of our lowest third students. Our school's instructional cabinet identified a target population within 4th and 5th grade that demonstrated the largest deficiencies in math based on this progress report data. This data analysis included the sorting and review of an excel data chart provided by the NYC DOE. Teachers were then provided with a specific list of students that were considered lowest third citywide. Parents were provided with individual student reports (ISR's) printed out based on the NYS Assessment. Teachers will provide additional support to lowest third citywide students.

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

1. The Response to Intervention Team placed students into specific groups and worked collaboratively to identify instructional materials to best support the next steps for these students. Many teachers attended Go Math professional development, and were supportive in turn-keying information to the staff at large during professional development time. The Math Coach provided parent workshops to ensure parents are aware of the new curriculum and how it supports the common core learning standards.

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

1. To evaluate the progress, benchmarks assessments will be administered to students. The Scantron performance series assessment will be administered three times annually for the 4th and 5th grade students. The baseline was administered in October, mid-year will take place in February, and the end of year will take place in May, 2014. Within each lesson, teachers monitor progress and offer small group opportunities for students that demonstrated challenges during the lesson.

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

1. Each of these activities will conclude by June 2014.

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

1. Our teachers took part in professional development during September to ensure that the initial roll out of the Go Math curriculum went smoothly. Daily, teachers provide “quick check” during each lesson to provide interventions each day for students that need additional support mastering the topic. In February, all students will take part in Math Tutorial (period 0) to spiral review and strengthen skills and strategies. Fluency Bowl: Our school is holding a school-wide math fluency bowl using mad minutes for a six week period of time. Students will actively engage in one of the six shifts in math. Teachers worked with students in small groups to build math fluency.

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).

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

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	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, 80% of our students will demonstrate an increase in their reading level. Fountas and Pinnell reading levels are assessed at least three times annually beginning in September and concluding in June.

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.

Each year, our school’s instructional cabinet analyzes the results of our State ELA Assessment to consider ways to strengthen our instructional approach within the classroom. This year, all teachers administered a baseline assessment to identify every child’s reading level. One challenge that was observed is that the majority of students in kindergarten are considered non-readers. While kindergarten is the first formal education for many of our children, it is challenging that many do not have a strong understanding of the alphabet and initial letter sounds. Additionally, our Progress Report indicated that 13.8 % of our students are performing at level 3 or 4 on the State ELA Test.

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. Our RTI team reviews student performance, including hold over data, students identified as ell’s, or with IEP’s to provide tier 2 and 3 support. During extended day and tutorial, groups of students are pulled for Wilson and Foundations interventions.
2. Guided reading and book club is integrated into classroom practice. Books clubs are introduced for our 3rd-5th grade students, while k-5 students take part in guided reading based on their reading levels. Every Friday, all students take part in independent reading time.

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

1. Our Literacy Coach provides remedial reading support to students within the 4th and 5th grade that were identified as lowest third with reductions in median scale score. Teachers are assigned to offer RTI as part of their daily schedule for students across all grades based on the children identified with greatest need. These groups take place for 45 minute periods one or two times per week depending on the program or curriculum being used which is identified within the AIS section of this document. For our citywide lowest third population of students, Wilson/ Imagine Learning is provided on a weekly basis to support these students.
2. Instructional coaches meet regularly with administration and teacher teams to provide professional development related to the use of our curriculum. This year, ReadyGen is used for grade K-2 and Expeditionary Learning is used for grade 3rd-5th.

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

1. RTI team meets weekly to review individual teacher recommendations for students that require additional services. The team then provides feedback and targeted next steps for teachers to integrate into their planning to support student needs.
2. Reading levels are assessed at minimum three times per year. Teachers align student reading levels to guided reading instruction and ensure that students are reading appropriate independent reading books for their own growth.

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

1. Weekly, our RTI team meets and reviews student performance data including work samples of referrals from our teachers. This information is then used to identify specific groups of students and providers to meet individual needs. Ongoing progress monitoring is conducted during extended day and morning tutorial by assigned providers.
2. Baseline assessment was administered in September, benchmark will be administered in January, and an end of the year assessment will be administered.

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

1. All teachers and students engage in conferencing in which the child gains stronger insight into their own learning abilities and specific next steps to work on as they take ownership over their learning.
2. K-2: Teachers were provided with an opportunity to attend Ready Gen training during the summer. Our Literacy Coach worked collaboratively with a 1st grade ICT teacher to turn-key the citywide training to our teachers during professional development session. 3rd-5th grade teachers were trained to administer the American Reading Company reading assessment (IRLA) to all students to identify each child’s reading level. This assessment proved to be more rigorous providing a clearer picture of each child’s reading abilities. Our literacy coach facilitated a parent workshop on Expeditionary learning and Ready Gen to provide an overview of the new curriculum and how it meets the demands of the common core learning standards.

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).

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

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	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.

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

1.

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

1.

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

1.

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

1.

E. 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.

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

1.

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

1.

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

1.

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

1.

E. 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
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	Comprehension and Foundational Reading Skills: Measuring Up to the Common Core, Wilson Reading Program, Explode the Code, Common Core Clinics: Comprehension and Foundational Skills, Sundance Reading Comprehension Strategies,	Small Group (maximum size of 8:1) Small Group (Tutoring)	Extended Day (3x a week/37.5 minutes), Morning Tutorial (4x a week/40 minutes), Extended Day (3x a week/37.5 minutes), 40 mins/1x a week
Mathematics	Targeted Math Intervention Kit/Math in Focus	Small group	40 mins/1x a week
Science	NA	NA	Na
Social Studies	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conflict Resolution/mediation, At-Risk Speech	Small Group	30 mins/1x a week, 30 mins/2x a week

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

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

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

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).

Our Instructional coaches work closely with administration to identify targeted professional development for teachers. Our school's UFT collaborated effectively with the administration to vote in additional professional development time in lieu of one 37.5 minutes of extended day instruction. Teachers take an active role in the inquiry process in which they review student work samples and identify specific lessons to address the diverse skill needs of all of their learners.

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.).

Through our consolidated approach with our school's budget, PS 100 offers Tier 2 and Tier 3 support based on their ELA and Math needs. These needs assessments are a coordinated effort in which both formative and summative assessment data is reviewed to identify specific students that would require additional small group opportunities to accelerate learning with targeted support.

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.).

In order to support the work of Advance, our prek teacher has also been included within the Inquiry/ development process as all other teachers within the school. The prek teacher develops lesson plans similarly to teachers within all other teacher teams to ensure that students targeted needs are being met. Additionally, our school has opted into the citywide report card for preK which is closely aligned to the report card of kindergarten.

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.

The Prek teacher uses running records to identify letter recognition and ESI assessment to better understand and teach to the needs of each child.

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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

Public School 100

Partners In Excellence

Parent Involvement Policy

2013-2014

The P.S. 100 Parent Involvement Policy reflects the philosophy of District 8 with respect to promoting the achievement of every child. This Parent Involvement Policy, developed jointly with parents of participating children, Parent Association leaders, school volunteers and school staff incorporates the goals of the P.S. 100 school/community.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of SWP Committee and School Leadership Teams.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs

and to request their involvement on the in-school Parent Advisory Council.

- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Family Mathematics, Family Literacy, Reading, New York State/Assessments.

- Regular written communication reflecting on-going day to day activities in the school be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.

- The School will encourage parents to share in student success through attendance at monthly award ceremonies, which encourage students to succeed to the highest possible level.

- Parents will be provided a District approved "Code of Behavior," and will review the code and have students adhere to its principles.

- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2nd grade students for 15-30 minutes per day and to have students in grades 2-4 read by themselves 20-30 minutes per day.

- Parents will communicate with their child's teacher regarding educational needs through:

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Parent Agrees to:

Support the learning environment in the following ways:

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

Student Agrees to:

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

- Ask the teacher any questions about the homework/classwork
- Take home materials and information needed to complete the assignment.

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

PS 100 Agrees to:

3. Provide feedback to district to acquire user friendly SLT/Title 1/Parent Involvement handouts.
4. Provide a quality educational program to meet each student's academic, emotional, and social needs.
5. Provide a safe environment for students to learn.
6. Provide parent workshops in academic areas so parents may better assist their children at home.
7. Provide parents with statistical data for each child's academic progress, as well as a data for the school in general (based on NYS assessments). The school will assist parents in reviewing and interpreting data.
8. Work cooperatively with the home through: parent/teacher conferences, reports to parents regarding their children progress.
9. Provide opportunities for scheduled meetings throughout the year.
10. Distribute PTA meeting notices to parents in a timely manner.
11. Provide information reinforcement to parent involvement initiatives during morning announcements that remind students to share information with parents.
12. Provide high – quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
13. Parent-teacher conferences held twice a year once in the Fall and once in the Spring.
14. Provide parents with reports on their children's progress. The school will provide teachers with report cards and administration will review the teacher feedback prior to it being distributed to parents. The goal will be to maintain a partnership between the home and school with regards to academics.
15. Have teachers assign homework daily.
16. Have teachers give corrective feedback.
17. Recognize that students are accountable for every assignment.
18. Teacher will check that homework has been completed, parent signatures where applicable.
19. Respect cultural, racial, and ethnic differences.
20. Respect the personal rights and property of others.
21. Advise parents of initiatives in place at P.S.100 by distributing notices to parents, open house for parents, and responses to questions in a timely manner. The parent coordinator will assist the school administration in determining what is considered a reasonable response to a parent request or concern.

**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 08	Borough Bronx	School Number 100
School Name Isaac Clason		

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 Chad Altman	Assistant Principal Tania Sanchez
Coach Sara Golas	Coach Jen Ban
ESL Teacher Sandra Larivee	Guidance Counselor Mrs Jakobowski
Teacher/Subject Area ESL/Ms. Cortez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Linda Faix
Related Service Provider Mrs. McMillian	Other Ada Tarres/AP
Network Leader (Only if working with the LAP team) Elmer Myers	Other type here

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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	597	Total number of ELLs	44	ELLs as share of total student population (%)	7.37%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	1													1
Push-In		1	1	1	2	2								7
Total	1	1	1	1	2	2	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	2

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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	32		5	10		4	2		1	44
Total	32	0	5	10	0	4	2	0	1	44
Number of ELLs who have an alternate placement paraprofessional: 0										

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

**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
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	6	8	6	4	11	5								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3					1								4
TOTAL	9	8	6	4	11	6	0	0	0	0	0	0	0	44

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
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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)	6	6	3	1	2	3								21
Intermediate(I)	2	1	1	3	6	2								15
Advanced (A)	1	1	2		3	1								8
Total	9	8	6	4	11	6	0	0	0	0	0	0	0	44

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	8	1			9
4	1	3			4
5	5	2			7
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9								9
4	3		3						6
5	7								7
6									0
7									0

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

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

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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
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.

Fountas and Pinnell Benchmark Assessment System, IRLA, and the ELL Periodic Assessment are utilized to monitor early literacy skills. ELL students are having difficulty in the area of spelling and understanding new vocabulary, which inhibits reading comprehension. This information along with other data will guide instructional practice. P.S. 100 has implemented two new ELA curriculums Expeditionary Learning in grades 3-5 and ReadyGen in grades K-2. These programs address the needs of ELLs with specific scaffolds and small group instruction. We will continue to assess what instructional strategies are being used to accelerate ELL learning and determine what additional strategies need to be put into practice.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
An analysis of recent LABR and NYSESLAT data by our ESL teachers indicates that a majority of our ELL students need assistance in the area of writing. The majority of ELLs did not make sufficient progress in writing. This modality of the NYSESLAT includes grammar as well as writing. Our students scored higher on the listening and speaking sections of the NYSESLAT. It takes longer to acquire academic language used in the content areas, which effects success in reading and writing. ELL teacher workshops will support the staff in enhancing their knowledge on how to accelerate ELL learning to ensure continued academic success. Changes in the NYSESLAT format may have effected growth this year.
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](#))

After reviewing the NYSESLAT data, ELA scores, Math scores, and the September 2013 baseline in ELA and Math, the instructional team decided that ELLs need support in the areas of reading, writing, and mathematics. The Instructional team determined that ELLs will be a focus for Inquiry. Every teacher in the school has an Inquiry group consisting of present and former English Language Learners. The goal is to monitor and provide an additional layer of support to our ELL population. Through Inquiry teachers will determine trends and educational needs. The results of the Inquiry process will effect instructional and planning decisions school wide.

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?

Our current response: According to the most recent NYSESLAT data ELL students in grades K-5 are making limited progress in Writing. This is a pattern seen across all grade levels. Inquiry teams are address writing through additional targeted instruction for ELLs. According to the ELL Periodic Assessment ELL students in grades K-5 need targeted instruction in the following areas: meaning through context, main idea, root words, prefixes, and suffixes.

The results of the NYSESLAT and the ELL Periodic Assessment give teachers, administrators, and coaches relevant detailed informationa about each students strengths and weaknesses in English. The ELL Periodic Assessment also gives teachrs access to additional resources to plan individual and group instruction in response to the new data. This new data will also assisst teachers in their

Inquiry work with English Language Learners

Resources are available for all grades to support individual and group instruction. Resources are available in the teacher resource center. P.S. 100 also participates in MyLibrary which enables teachers to order additional resources in languages other than English through the NYC Public Library. Imagine Learning is also utilized to supplement instruction and provide additional native language supports.

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](#).)

The RTI team monitors the progress of English Language Learners. Every student is given a baseline at the beginning of the year. If ELLs are flagged as at risk or below-benchmark on skills, they will receive targeted instructional support through RTI. Teachers will use progress monitoring to show growth or need for additional support. ELLs growth will be evaluated against true peers to determine whether gains are being made. The process of language acquisition needs to be taken into account when monitoring student growth.

In addition the results of the 2013 ELA showed most of the ELL students who did not pass the NYSESLAT scored 1s and 2s. These students will be given the opportunity to attend tutorial, extended day, and after school programs to strengthen their reading and writing skills.

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

Second language development creates another layer to the instructional decision making process. Data from the parent interview and previous school records give teachers an insight into the students educational needs. Does the child have a break in their education? Has the child acquired a strong foundation in the native language. Students with very little formal education need additional supports in place to ensure success. Teachers must use specific strategies designed to meet the needs of second language learners. They must provide ELL students opportunities to fully develop language proficiency. The literacy coach, classroom teachers, and ESL teachers will meet during grade meetings to plan appropriate scaffolds during instruction. Teachers are given professional development on language acquisition and strategies to support language acquisition. Additional resources are available for all grades to support language development. Resources are available in the teacher resource center. P.S. 100 also participates in MyLibrary which enables teachers to order additional resources through the NYC Public Library.

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?

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

ELL programs will be evaluated by monitoring student growth in the four modalities (Listening-Speaking-Reading-Writing). Students will progress one proficiency level each year on the NYSESLAT moving towards mastery of the English language. The spring 2013 NYSESLAT results showed limited results in the area of writing and reading. As a result all Teacher Inquiry Teams at P.S. 100 will focus on English Language Learners during the first inquiry cycle of the 2013-2014 school year. Additional small group instruction will be put in place to support ELLs in the areas of Listening, Speaking, Reading, and Writing. The data from these inquiry groups will be monitored. During this process of inquiry discoveries will be made. The ELL programs will be adjusted according to these results.

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](#).)

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

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.
Every parent of an ELL child is given the opportunity to attend a parent orientation which is facilitated by ELL teachers, the Parent Coordinator, and a bilingual Assisstant Principal. The orientation takes place within ten days of enrollment. Parents have the opportunity to learn about all ELL program models that their children are entitled to. TBE, Dual Language and ESL programs are discussed at the parent orientation. Parents view the DOE ELL parent video and read the DOE ELL program brochures. Parents are then given an opportunity to ask questions. After watching the video, parents will be asked to fill out the parent survey and parent selection form. Their children will be placed according to parent choice. If parents are unable to attend an orientation, the ESL teachers will meet with the parents on an individual basis to ensure their knowledge of all program models available to their child. If a parent is unresponsive, the ELL teachers will continue to reach out with phone calls and letters, always keeping a log. The students default placement will appear as Transitional Bilingual as per Cr Part 154. Interpretation services are provided at all meetings. The results of the parent selection forms are reviewed. Students are placed according to parent choice. If 15 or more students across two grades request Bilingual or Dual language programs a class will be opened.
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](#)].)

The results of the LABR determine if an Entitlement or Non Entitlement letter is sent home to parents. An Entitlement letter is sent home with those students who score less than a 26on the LABR indicating eligibiliy. The letter is sent home within the first ten days of enrollment to P.S. 100. The Entitlement letter informs and invites theparents to an ELL parent orientation. Results of the NYSESLAT determine if parents receive a Continuation or Transition letter. Copies of all letters are kept on file in the main office. Parent Survey and Selection forms are also copied and kept on file after the parent has attended an orientation meeting.

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.
All parents have the opportunity to learn about all ELL program models that their children are entitled to at the parent orientation, or by signing up for a one on one appointment with an ELL provider. After viewing the Parent Video in their native language, parents choose a program for their child. Interpretation and translated materials are provided for ELL parents at the ELL parent orientation and additional meetings. An administrator and the parent coordinator are available along with an ELL provider to answer any question or concern a parent may have. If a parent is interested in a program presently not offered at PS 100 they are provided with information about local Bilingual and Dual language programs their child can attend. Parents will receive entitlement/placement letters. Copies of these letters are kept on file in the main office. PS 100 will keep a record of all parent requests and will track noticeable changes and plan accordingly.
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.
Each spring, the New York State English as a Second Language Achievement test/NYSESLAT is administered to all ELLs at PS 100. Before administering the test a current list of English language learners is generated using ATS. The RLAT and other reports are run to determine which students are eligible to take the NYSESLAT. The students are grouped according to the NYSESLAT test grade band. Separate groups are created for students who need additional test modification according to their IEP. Teachers who are non-providers administer the NYSESLAT. Students are tested in the four modalities. Each section is administered on a separate day within the testing dates. If a student is absent they are given the opportunity to make-up the exam on a make-up day. Parents are notified of the testing with a letter in their home language. A parent workshop on the NYSESLAT is given in March.
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. 
The parent survey indicates that parents are interested in the ESL model that is in place. At the present time, the required number of parents has not selected a Dual language or Bilingual program in order to open one of these programs.
Parent Selection Forms
Kindergarten: 8 ESL , 1 Dual Language TWI
First Grade: 6 ESL, 2 Transitional Bilingual
Second Grade: 5 ESL, 1 Transitional Bilingual
Third Grade: 2 ESL, 2 Transitional Bilingual
Fourth Grade: 10 ESL, 1 Dual Language Spanish
Fifth Grade: 5 ESL, 1 Dual Language Spanish
PS 100 keeps a record of all parent requests and tracks noticeable changes and plans accordingly. If a parent is interested in a program presently not offered at PS 100, they are provided with information about local Bilingual and Dual language programs their child can attend. PS 100 will keep the existing ESL push-in/pull-out model in place for the 2013-2014 school year, which is aligned with parent choice.

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])?
 - a. English Language Learners (ELL), comprising less than 7.1% of the school's population, are educated by means of a push-in/pull-out model. There is one self-contained ESL classroom this year. In the pull-out model the students are homogeneously grouped. Forty-two ELL students receive mandated ESL hours of instruction then spend the remainder of the day in all English content area instruction classrooms.
 - b. During pull-out sessions the ESL teachers takes the ELL students from their mainstream classroom and brings them together for small group English instruction. Students are grouped according to proficiency level (beginner, intermediate, and advanced) as determined by the NYSESLAT and current grade level. During the push-in model the ESL teacher and classroom teacher co-teach providing additional scaffolds for the English language learners. Ell students remain with their peers and continuity of instruction remains.
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)?

Instructional time is based on the ELL student's proficiency level as outlined in CR Part 154 Regulations. Intermediate students receive 360 minutes of ESL instruction per week, while advanced level students receive 180 minutes of ESL instruction per week. Students are grouped according to proficiency level and grade. Three ESL teachers provide instruction for Kindergarten-Fifth grade students this includes ELLs with IEPs.
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.

Although the language of instruction at P.S. 100 is English, we understand the complexities of learning a new language. In grades K- 5 teachers use the following strategies to help support language acquisition. Teachers use oral language activities, to help support speaking and listening, they group students who are new with native speakers and proficient English speakers to help build confidence and gain access to language through group work. Teachers model activities and provide samples of student work in order to provide clear examples. Teacher also use non-verbal cues when they can to reinforce a lesson. These could be in the form of real objects, gestures, or pictures.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students have access to bilingual content-area glossaries, picture dictionaries, and bilingual dictionaries. Students who speak the ELL student's native language are buddied up to encourage translation for clarification. Beginner ELLs are the opportunity to write in their native language in order to express their ideas. Translation is done when possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs in grades K-2 are given a baseline assessment using Fountas and Pinnell Benchmark Assessments. Data is reviewed and tracked. The Benchmark Assessment is given 2 other times throughout the year to monitor growth. ELLs in 4-5 are monitored by IRLA by American Reading. It is a comprehensive tool that measures student growth. It identifies which Common Core State Standard the student has mastered, and which one the student needs more time on.
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).

Students with Interrupted Formal Education: At this time we do not have SIFE students at P.S. 100. We do have structures in place to identify SIFE students. We identify SIFE students by reviewing their transcripts, family interviews, and completion of the HLIS. We will provide SIFE students with additional support and instruction. ESL and classroom teachers will provide intensive literacy and content instruction to activate prior knowledge, provide a print rich environment, engage students in hands on learning, provide multiple experiences with vocabulary, have students work in cooperative groups, and provide systematic phonic instruction. SIFE students will also have the opportunity to attend a tutorial program, an extended day program, and an after school enrichment program, which will enhance their learning experience. The school's guidance counselor will be available to provide counseling services for all SIFE students.

Newcomers: ELL students with less than three years of service will receive push-in/pull-out service. ESL teachers will work closely with the classroom teacher to support academic content area instruction through focused lessons using instructional strategies to accelerate ELL learning. Extended day is offered to ELL students who need additional support. ELL testing accommodations are provided for state and local testing.

ELLs receiving service 4 to 6 years: Students receiving four to six years of ESL instruction will continue to take part in the push-in/pull-out model. Students will receive additional instruction and targeted interventions aligned with the new Common Core standards. ELL students will participate in Buddy reading to increase fluency. RTI will provide select students with additional support through the use of "Leveled Literacy Intervention Program" by Fountas and Pinnell, "Measuring Up" by Peoples Education and "Reading Comprehension Strategies" by Sundance. These programs are researched based interventions put in place to help students who are below grade level in reading. They use authentic literature, graphic organizers, and scaffold support to accelerate students' reading growth. In addition to these programs PS 100 has implemented "Imagine Learning English" during Tutorial 4 days a week to support lower performing ELL students in school through the use of technology. Imagine Learning English provides differentiated instruction based on assessment results and adapts instruction to meet students' needs. ELL students will also be given the opportunity to attend after school enrichment programs throughout the school year focusing on ELA and Math.

Long Term ELLs. P.S. 100 will address the needs of long term ELLs with focused instruction and extra support through RTI, tutorial, extended day, and after school enrichment programs.

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

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?

Native language supports are provided through native language materials in the library, materials ordered through NYC My Library program, and through the pairing of ELLs with students who speak the same native language. In the fourth grade Integrated Co Teaching classes, a classroom teacher who speaks Spanish provides native language support to our Spanish speaking ELL-SWDs. Rigby's, *On Our Way to English*, is used to reinforce goals. The program focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided instruction in English. The program includes both informal and formal assessments to help guide instruction. Imagine Learning English Software Program is provided during morning tutorial. This program reinforces skills taught in the classroom. (phonemic awareness, letter recognition, phonic, vocabulary, reading fluency, listening, and comprehension skills) Every student is assessed and instructed at their individual levels. Native language support is provided. Along with these programs, ELLs are supported with a strong mix of resources, which include: Getting Ready for the NYSESLAT, and an ESL library, which includes an assortment of culturally diverse books and books on tape. Teachers can use the PECS system. (Picture communication exchange system) Students can hand the teacher a picture to communicate their needs.

Teachers of ELL's use visuals and films to scaffold and contextualize the cognitively demanding language of content area subjects.

Content area word walls with words and pictures along with realia can help ELL's to be more successful in the target language.

Knowing the meaning of key area words can help a child accelerate English language development in the content area.

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?

The school highlights ELL strategies within the ELA and Math curriculum to support English acquisition. Teachers implement through instructional planning. Teacher teams meet weekly to discuss student progress and discuss ways to modify instruction to meet the needs of their ELL students. ELLS-SWDs performance and instructional needs are monitored by the classroom teachers and the IEP team. A students with disabilities teacher team meets weekly to discuss student progress. Schedules are looked at closely by the IEP team and the students with disabilities team to ensure students participate and receive support during core curriculum in the least restrictive environment.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

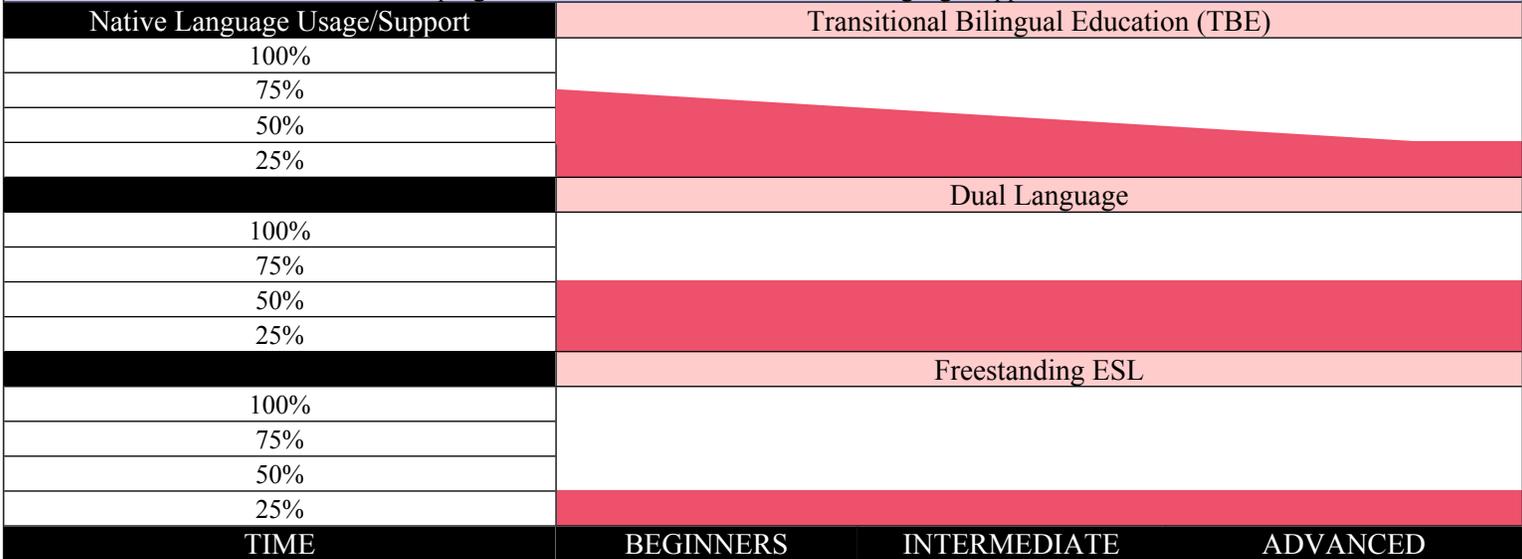
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- Students who pass the NYSESLAT will be monitored for two years. The school's RTI team monitors ELL student's state assessments, baselines, and benchmark assessments, and sends out informal questionnaires to grade level teachers in order to track the growth of former ELLs. If a student is falling behind, the following supports will be put in place: ESL classroom and teacher support will be added through the use of additional ESL materials and strategies, tutorial, after-school programs, and RTI will be implemented according to need. Imagine Learning English is provided during morning tutorials from 8:00 to 8:45, Monday through Thursday. Measuring Up to the Common Core is offered during extended day from 2:20 to 2:57, Tuesday through Thursday.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is a year of transition. P.S. 100 has implemented a new curriculum throughout all grades. ReadyGen has been implemented in grades K-2 and Expeditionary Learning in grades 3-5. ReadyGen offers supports in order to scaffold information for ELLs and offers opportunities to reinforce material during small group instruction. ReadyGen also provides explicit and systematic phonics and word study. The phonics program will be incorporated for grades K-3. The classroom teacher and the ESL teachers will work together with the Literacy coach to ensure the new curriculum is supporting our English Language Learners. Additional scaffolds and supports will be put in place such as providing pre-identified key words, word banks, glossaries, sentence starters, cloze activities, small group discussions.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have put in place a self-contained ESL classroom with a fully licensed ESL teacher. We will monitor the effectiveness of the program and compare results to last year's push-in model.
12. What programs/services for ELLs will be discontinued and why?
- none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are afforded equal access to school programs at P.S. 100. After school programs are offered for ELA and Math to help prepare for the New York State tests. Students are invited to try out for chorus and encouraged to run for student government and participate in class plays for parent and school performances. They are also given the opportunity to attend NY Junior Tennis League and PAL.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Imagine Learning English a computer based program enables teachers to support their ELL students with differentiated instruction through a one-on-one instructor giving native language support, relevant and meaningful scaffolds, academic vocabulary and content area reading, all of which is vital to our ELL population. Along with a pretest and post-test the program includes periodic assessments and teacher reports which include up to the minute information on individual student progress. Classroom teachers and ESL teachers can use the reports to monitor progress.
- Rigby's, On Our Way to English, is used to reinforce the Common Core curriculum. The program focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided instruction in English. The program includes both informal and formal assessments to help guide instruction. Hampton Brown, Into English, is a support which focuses on language and literacy through content area instruction. Along with these programs, ELLs are supported with a strong mix of resources, which include: NOVEL databases, books from NYC My Library to support Units of study, glossaries, dictionaries, Getting Ready for the NYSESLAT, and an ESL library, which includes an assortment of culturally diverse books and books on tape. Teachers of ELL's use visuals and films to scaffold and contextualize the cognitively demanding language of content area subjects. Content area word walls with words and pictures along with realia will help ELL's to be more successful in the target language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELL students are provided with access to native language supports in a variety of ways. Through the use of cognates, bilingual content-area glossaries, English and native language dictionaries, native language libraries, NOVEL databases with language

translation, native language materials ordered through the NYC My Library program, and Imagine Learning English technology program. Students and teachers are encouraged to engage new students in their native language in order to make content more accessible and reinforce the curriculum.

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

The required services of 180 minutes for advanced students and 360 minutes for intermediate and beginning students is being met on all grades through the push-in/pull-out models and one self-contained ESL class. RTI, tutorial, extended day, and after-school programs are being offered to ELL students in need of additional support. Programs are aligned to grade level and/or area of additional support or skill.

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.

P.S. 100 does not offer activities to newly enrolled ELL students before the beginning of the school year. Students and parents are given access to translated materials such as the P.S. 100 school handbook and the student is given access to all programs available throughout our school. Students are always buddied up with a student on his/her grade level.

18. What language electives are offered to ELLs?

none

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)?

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. ELL teachers will attend ELL meetings offered by the Network, which include ELL Literacy Labs. In addition ESL teachers will attend other workshops and programs offered by the Office of English Language Learners throughout the school year. These workshops will be turn-keyed to all teachers of ELLs.

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

Lunch and Learns will be provided across all grade levels on the instructional strategies to accelerate ELL Learning. 1. Vocabulary Building 2. Scaffolding 3. Student Engagement 4. Student Assessment These instructional strategies are designed to develop the instructional skills of teachers of ELLS. Additional Lunch and Learns will be provided to in the areas of MyLibrary and NYC Databases. These additional workshops will help teachers access additional ELL resources including native language resources.

3. Students' cumulative folders are forwarded to their new middle school. Parent surveys and the original HLIS are included to show program preferences. Classroom teachers discuss specific needs of the students to ensure a smooth transition.

4. Our ELL teachers turn-key workshops and provide professional development in second language learning, the strategies for scaffolding and learning, and how to support ELLs as they engage in the Common Core Learning Standards. Teachers are given assistance in methodology and approaches for ELL students in the classroom. Staff development takes place throughout the year on staff conference days and grade meetings. Teachers are provided with resources to read and view from the Office of English Language Learners. Teachers maintain their own record keeping regarding their training. Copies of agendas, handouts, and sign-in sheets for all ELL workshops are kept in an ELL professional development binder. A record of the 7.5 hours of mandated ELL PD for common branch and the mandated 10 hours of ELL PD for SE teachers is kept on file. These PD hours are mandated as per Jose P. Office staff will attend workshops on maintaining records of English Language Learners. (HLIS, OTELE, Parents Preferred Language)

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?

Parental involvement is seen throughout P.S. 100, especially with assemblies for school events, PTA meetings, and fundraisers. Our goal is to work as a team in the best interest of all students. Parents are encouraged to use their native language with their children because it can only add to their child's progress. P.S. 100 has a School Leadership Team along with an active PTA. Workshops are conducted through out the school year to ensure parental understanding.

P.S. 100 partners with Bronx Lebanon Hospital, which provides classes on child nutrition. We have also partnered with Promise Zone and the Visiting Nurse Services of New York.

The Parent Coordinator is very active within the school community. The Parent Coordinator sends out surveys to parents to evaluate their interests and asks what workshops parents would like. The Parent Coordinator then plans workshops accordingly. (e.g. Reading Readiness Pre-K through First Grade, How to Prepare Your Child for the NYSESLAT, How to Prepare Your Child for the ELA and Math State Exams, Understanding the Core Curriculum Learning Standards and How it Effects Your Child). The Parent Coordinator reviews the NYC School Survey results and addresses areas of concern.

Interpreters are available during parent-teacher conferences. Translated materials are available. (e.g. pamphlets, flyers, school handbook) The ESL teachers hold a Getting Ready for the NYSESLAT meeting in March to discuss the structure and implications of the exam, and answer any questions and concerns the parents may have.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name:PS 100School DBN:08x100

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/7/13
	Assistant Principal		11/7/13
	Parent Coordinator		11/7/13
	ESL Teacher		11/7/13
	Parent		11/7/13
	Teacher/Subject Area		11/7/13
	Teacher/Subject Area		11/7/13
	Coach		11/7/13
	Coach		11/7/13
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x100 School Name: PS 100

Cluster: 6 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

After reviewing our Adult Preferred Language Report it was determined that our school has several requested languages. They are Arabic, Fulani, TWI, and Spanish. All languages represent less than 1% of our student population except Spanish. Spanish interpretation and written translation was requested by 15% of parents on our Adult Preferred Language report. These results were shared with the Parent Coordinator and the Parent Association. These results help guide the staff at P.S. 100 in establishing the proper procedures to ensure that Limited English parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Isaac Clason	DBN: 08x100
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During school hours- push-in/pull out to support Tier II Interventions for our ELLs in greatest need
Total # of ELLs to be served: 10
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 3
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be given the opportunity to attend a variety of workshops facilitated by staff from P.S.100. Some topics for workshops include: Math in the Primary Grades, Reading Readiness in the Primary Grades, How to help you children succeed in school, ELL Parent Engagement Workshop, ELL Literacy Through the Love of Books -A Book Making Workshop. The ELL Parent Engagement Workshop will introduce ELL parents to the NYSESLAT and the variety of programs that are available to ELL students to help support their success. This workshop will take place in early December. The ELL Literacy workshop will address the importance of reading in any language and the importance of instilling a love of books. Parents will create books during the workshop to share with their child at home. All workshops will have an interpreter available upon request.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$

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