Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **08X100**

School Name: **ISAAC CLASON**

Principal: **CHAD ALTMAN**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 08x100

School Type: Community School Grades Served: Pk-5

School Address: 800 Taylor Avenue

Phone Number: 718-842-1461 Fax: 718-328-5520

School Contact Person: Chad Altman Email Address: Caltman3@schools.nyc.gov

Principal: Chad Altman

UFT Chapter Leader: Gina Cambrelen

Parents' Association President: Regina Sanchez

SLT Chairperson: Danielle Chiodi

Student Representative(s): N/A

District Information

District: 08 Superintendent: Dr. Karen Ames

Superintendent's Office Address: 1230 Zerega Avenue Bronx NY

Superintendent's Email Address: Kames@schools.nyc.gov

Phone Number: 212-935-3783 Fax: 718-828-2760

Cluster and Network Information

Cluster Number: 718-828-5980 Cluster Leader: Jose Ruiz

Network Number: 718-828-5980 Network Leader: Steven Chernigoff

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chad Altman	*Principal or Designee	
Gina Cambrelen	*UFT Chapter Leader or Designee	
Regina Sanchez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Sharda Khan	Member/Parent	
Lourdes Collazo	Member/ Parent	
Diane Wynters	Member/Parent	
Yasmin Colon	Member/ Parent	
Sharon Mcmillian	Member/ Teacher	
Danielle Chiodi	Member/ Teacher	
Stacy Leitner	Member/Teacher	
N/A	Member/N/A	
N/A	Member/ N/A	
N/A	Member/ N/A	
N/A	Member/ N/A	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	**Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. PS 100, Isaac Clason is a Prek-5th grade school located in the Soundview, Bronx. Our school currently has 584 students with a wide-ranging set of supports and services being provided. Approximately 25% of our students have an IEP, and 8% are considered English Language Learners. In adherence with the citywide instructional expectations, our school developed an Instructional Focus consistent with our school's beliefs. Our instructional focus is, "Through a strong focus on engagement in learning, the PS 100 community is committed to supporting students, parents, and teachers as we apply learning to prepare for college and careers." Our school continues to emphasize the importance of a holistic approach towards education in which we explicitly teach to each child's social/emotional needs as well as academic and instructional. In this effort, our school continues to strengthen our use of positive behavior interventions and supports and ensures that they are present in all aspects of every child's instructional day at our school. This includes opportunities for students to earn star bucks and redeem them at our school store as well as class redemptions of compliment cards for additional incentives. To support the after-school needs of our students, our school has secured two partnerships with Out of School Time (OST) programs for students from kindergarten-5th grade. New York Junior Tennis and Learning serves students within our building until 5:20pm each day, and the Phipps After-school program serves our students until 6pm daily including pick up from our school and supervised walking to the Sotomayor community center.
2. Our school's strengths begin with the ideal and belief that all members of our school community are valued and are to be included in our school decision making process. Since 2007, our school has applied for many grants that continue to reinforce the strong instructional supports that are in place for our diverse learners (including promethean tables, projectors, laptops, CASA Inside Broadway, donations for PTA events including bake sales, and a strong helping of parent volunteers. Our accomplishments include a combination of school tone and more recently school spirit. Factors impacting school spirit include, but are not limited to the selection of a student created, SLT selected mascot of our school owl, the introduction of our school spirit wear including student gym uniforms, and the focus on the college awareness initiative involving decorated doors and college and career awareness lessons. Academic and instructional strengths stem from our staff's buy-in around sharing of best practices, deepening their appreciation for professional learning, and adherence to the Charlotte Danielson Framework for Effective Teaching. Our school's professional learning team continues to provide opportunities for teachers and teacher teams to self-assess specific learning needs based on a variety of information including observation feedback, student performance, and individual preferences based on teacher reflection sheets and professional learning preferences. These factors have resulted in the development and implementation of a mix of learning opportunities facilitated by teachers, administrators, network personnel, or other professional learning opportunities designed to best motivate our staff to take ownership over their own learning exactly as we educate our students to do. Challenges unique to PS 100 are often discussed and considered as quickly as they arise due to the strong collaboration and familiarity among our staff, parents, and administrators. Key stakeholders including our PTA executive board, administration, parent coordinator, teachers including our UFT representative, and parents meet informally and frequently to discuss individual matters of importance. Since sharing the Chancellor's capacity framework, our staff and parents are considering implications for our

school and specific stakeholders as we strive to increase student achievement through the six elements of collaborative teachers, rigorous instruction, a supportive environment, effective school leadership, strong family-community ties, all surrounded by a blanket of trust amongst all stakeholders. In this effort, one initial focus is to ensure that all members of our school community understand their roles and responsibilities and how they fit into the larger organization and how we can all work professionally and collaboratively to support each other.

3. During the last three years, our school has implemented several variations of teacher evaluation aligned and in accordance with the Department of Education's citywide instructional expectations. This past year, all 22 Danielson components were observed as part of the overall evaluation system known as Advance. Our teachers and school community benefited by their model as evidenced by increased levels of student participation in discussion, increased use of student performance data, and increased opportunities for staff and families to work together to highlight the journey of our students towards college and careers. In this effort, teachers met regularly during common planning times, developed teacher initiated professional learning for their colleagues, and supported each other as we learned to use Measure of Student Learning (MOSL) data to support our instructional next steps. This year, we look forward to continuing our focus on building capacity from within by encouraging all members of our school community to continue to self-reflect on areas of strength, areas of next steps, and areas in which they are proud to share their own best practices. Five goals have been established as our main priorities in guiding our school towards successfully achieving the Instructional Focus. These goals include: 1. Teachers will use a variety of engagement strategies to promote discussion and questioning for students, to demonstrate ownership of learning process. 2. With the support of teachers, parents, & peers, students will utilize the curriculum to strengthen writing across content areas. 3. Delving deeply into Data. 4. Provide strategies for the school community to ensure differentiation of learning. 5. Connect & Strengthen the bridge between home and school in order to foster a sense of community.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
The School Quality Guide displays our school's "Math Median Adjusted Growth Percentile" shows a decline from 2014 back to 2012 levels of 28th percentile of our peer group and 19th percentile compared to the entire city. Additional focus is needed within the area of mathematical support to ensure improvement. The School Quality Guide displays a sharp increase of "English Median Adjusted Growth Percentile" from 30th percentile in 2012, 35th percentile in 2013, and now 63rd percentile compared to our peers and 60th percentile compared to citywide. These gains are a step in the right direction but require additional focus within ELA to ensure that they continue and translate to higher levels of students performing at grade level within ELA as demonstrated by the percentage of students earning 3's or 4's on the upcoming New York State ELA Assessment. The 2014 Quality Reviewer indicated, "While the school provides students with challenging and differentiated individual and group tasks, not all students were observed sharing their thinking, building on the ideas of others or critiquing the reasoning of others during whole class discussion. This limits the school's ability to deepen student ownership of learning."

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, teachers will use the school's common core curriculum to create differentiated lessons that are rigorous, engaging, and motivating that encourage students to build and apply knowledge evidenced by a 3 percent increase in our State ELA scores and Math scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
The school will utilize the Go Math Curriculum in all grades- • Teachers will target small groups of students daily using differentiated activities. • Teachers will attend professional learning sessions on	Teacher teams- K-5th grade	Sept 2014-June 2015	Grade Leaders, Instructional Coach Administration

engaging activities in the area of mathematics.			
• To increase strategies for problem solving and writing about math within math journals at least two times per week.	All teacher teams- K-5th grade	Sept 2014-June 2015	Grade Leaders/ teacher teams/ instructional coach/ administration
Grades 3-5 will continue to implement Expeditionary Learning as our English Language Arts curriculum • Teachers will work within their teacher teams to incorporate the writing process into their grades ELA plan. • Teachers will work with their teacher teams to align the scope and sequence of NYC to their science and social studies curriculum.	3-5th grade	Sept 2014-June 2015	Grade Leaders/ teacher teams/ instructional coach/ administration
Grades K-2 will continue to implement the Ready Gen curriculum and develop strategies to encourage all students to build and apply knowledge within ELA. PS 100 implemented the use of Fundations intervention for all students within kindergarten to support phonemic development. A Wilson trained specialist/ teacher within our school is supporting the implementation and use of Fundations on a daily basis.	K-2nd grade	Sept 2014-June 2015	Grade Leaders/ teacher teams/ instructional coach/ administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Fundations specialist- Ms. Lyddy will support the implementation of Fundations in all kindergarten classrooms daily from 8-8:40am. All kindergarten teachers will be trained on the use of Fundations and be provided with the full comprehensive kits to begin implementation by September. Teacher Team meeting time as necessary to support professional learning opportunities and planning initiatives. Math Journal Writing prompts by grade, marble notebooks for writing, Expeditionary and Ready Gen curriculum.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	N/A	**Title I Basic**	N/A	**Title IIA**	N/A	**Title III**	N/A	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
ELA: By February 2015, students will take part in a mid-year writing prompt across grades K-5th that is aligned to the traits of the baseline MOSL assessment. Scores will be collected, analyzed and compared to the beginning of the year MOSL with an expected 2% increase in performance across 3rd, 4th, and 5th grade based on the average scores per standard assessed. Math: By Februrary 2015, students will take part in a mid-year math benchmark assessment. The scores will be compared to the September Go Math Baseline Assessment. 3rd, 4th, and 5th grade students will demonstrate a 2% increase.

Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**N/A**	Yes	**N/A**	No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Over the past three years, our school has seen a decline in occurrences taking place within our school. Occurrences can be categorized as a range of infractions which generally disrupt the learning and educational process for students in our school. To maximize time on task behavior, students are provided with very clear and explicit behavioral expectations displayed in a rubric similar to a rubric being used for academic assignments. Our recent quality review highlighted the strong practices designed to support our school environment and rated our school as well developed in the category of environment. Certain strong practices as they relate to the capacity framework- • Collaborative teachers- To support the success of PBIS, teachers uniformly and consistently display PBIS expectations in the same location of the classroom and this supports continuity of understanding of the behavioral rubric as students travel through the grades. • Strong Family-Community Ties- As we strengthen our use of positive behaviors and supports within the school, we must recognize the areas in which parents can be supported in integrating these supports outside of the school to ensure continuity of supports between home and school.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
Through the PBIS model, by June 2015, PS 100 staff will provide a safe and supportive environment to students in order to foster an engaging learning experience within the PS 100 community evidenced by a 3% reduction of Online Occurrence Reports compared to the 2013-2014 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Each classroom will display the PBIS Star Student Matrix. All students will be trained on the various expectations of student behavior and rewards that can be earned.	All Students, grades PK-5	By the first week of school	Each classroom teacher

Students will have an opportunity to earn starbucks for individual adherence to the star matrix. Classes will have an opportunity to earn compliment cards for class adherence to the star matrix.	All students, grades PK-5	September 2014-June 2015	Every staff member in the school
Weekly child study team meetings to consider specific behavioral interventions for individual children not demonstrating star student behavior. This may result in the development and implementation of behavior support plans, functional behavioral assessments, or other at-risk interventions.	Students identified as not demonstrating star behavior on a regular basis or patterns of misbehavior	September 2014-June 2015	School Based Support Team members informed by classroom teacher, and parents
Our school will continue to enhance our connection with Promise Zone. Promise zone is an integrated effort between the Visiting Nurse Association of New York and the Department of Education. PS 100 has been identified as one of a handful of schools that maintains a direct connection with Promise Zone and their counselors and parent coordinators.	Targeted students based on referrals	September 2014-June 2015	School Based Support Team members informed by classroom teacher, parents, Promise Zone Team, Network Team
Star Student Breakfast- Each month, classroom teachers select a star student to represent as their "student of the month." This student joins the school's administrative cabinet during a breakfast ceremony. The school's PTA executive board and other members volunteer to serve the children breakfast while the students receive a certificate acknowledging their behavior.	Month star students per class	September 2014-June 2015	All classroom teachers, members of our school based support team, PTA, Principal, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Every classroom has a dedicated closet door to display the star student matrix and behavioral expectations. A teacher takes on the additional responsibility of serving as our school's PBIS coach. This position supports the ongoing and continuous needs of our PBIS model- including the star student store, star breakfast, and clearly established routines within our school.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
N/A	**Tax Levy**	x	**Title I Basic**	N/A	**Title IIA**	N/A	**Title III**	N/A	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Donations, PS 100 School Funds									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.
1. By February 2015, a 3 percent reduction of Online Occurrence reports will be seen compared to February 2014.

Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**N/A**	Yes	**N/A**	No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Our 2014 Quality Review indicated that "While the school has a system in place for providing teachers with feedback and has engaged some teachers in intervisitation this year, the school does not strategically align next steps to goals and does not have a normed peer process for intervisitation." This was considered as the Professional Learning Team determined that one cycle will incorporate a "Danielson Potpourri" in which teacher teams have an opportunity to share best practices related to Danielson Components. Teachers are currently demonstrating strengths within domain 2 of Danielson based on observations and next steps predominantly within domain 3. The Danielson professional learning will be targeted to support additional growth within component 3b, 3c, and 3d.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, teachers will engage weekly in professional learning to improve instructional techniques including strategies to engage students in discussions that support learning evidenced by an increase of 3% of rated teachers into the "highly effective category for component 3B- questioning and discussion techniques.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
PS 100 staff will select a Professional Learning Team (PL Team) before the start of the school year- equal amount of staff selected by Principal and selected by the schools UFT representative	PL Team-Teachers representing Principal as well as UFT	Prior to September 2014	UFT representative, Principal
The PL Team will meet with our school's support Network Achievement coach and Principal to deepen the understanding of	All teachers and	August 2014-June	Teachers, administrators,

citywide instructional expectations and current trends in our data to determine beginning of the year plans for Professional Learning including the development of an Instruction Focus and five goals aligned to that focus. Teacher teams will create professional learning stations for a six week cycle called "Danielson Potpourri Fair." Each team will use elements under each component to provide their colleagues with specific strategies and information to support their professional learning needs.	administrators, school Network Achievement Coach	2015	network support staff
A formal observation schedule will be developed and implemented to provide the Principal and Assistant Principals with a time-frame to observe and provide feedback to teachers.	Assistant principals, and principal	September 2014-June 2015	Teachers and administrators
The school's instructional cabinet will schedule inter-visitations with targeted focus of Danielson Components. The visits will take place vertically across all grades and provide teachers with non-evaluative feedback that will be readily available for all teachers to see within our resource room.	Classroom teachers, initial target will be grade leaders followed by ICT teachers	Beginning in December 2014- June 2015	Principal, Assistant Principals, Instructional Coach
Teacher teams will select a member of their team to join the "Administrative Team" The administrative team will consider a timeline and templates to be used for teacher inter-visitation	All teachers	Beginning in January 2015- June 2015	All PS 100 Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Citywide Instructional funds are being allocated to support per diem needs to provide teachers with added opportunities for instructional support preparation periods.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
N/A	**Tax Levy**	x	**Title I Basic**	N/A	**Title IIA**	N/A	**Title III**	N/A	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015 at least 1.5% of teachers will be rated level 4 within component 3B.				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**N/A**	Yes	**N/A**	No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

N/A

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
• Within the Learning Environment Survey, 9 percent of parents disagreed or strongly disagreed that the school helps keep my child on track for college, career, and success in life after high school . The Principal currently leads by example and provides clear expectations for students and staff on a daily basis. Each day, the Principal selects two students to support morning announcements by reciting our school's Star Student Pledge. The Star Student Pledge directly aligns to our PBIS rubric in which students adhere to 4 ideals- respect, responsibility, prepared, and safe.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015 the Principal will build teacher capacity from within to strengthen student critical thinking skills as evidenced by a 3 percent increase in the amount of our parents expressing that they agree or strongly agree that PS 100 helps keep my child on track for college, career, and success in life after high school on the 2015 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Develop a schedule that includes common planning periods for teacher teams, SWD teams, and meeting times for organized teams including School Leadership Team, School Implementation Team, Safety, Child Study, and other teams to ensure continuity and consistency.	PS 100 Teachers and Parents	September 2014- June 2015	Principal, Assistant Principals, members of various teams including PTA, school based support team, and teachers

Provide opportunities for related service providers and members of the school based support team to review children that are identified as at-risk. In this effort, providing parents and staff with an opportunity to refer students for additional supports and considerations such as Response to Intervention strategies.	PS 100 Staff and Parents	September 2014- June 2015	Principal, Assistant Principals, members of various teams including PTA, school based support team, and teachers
Collaborative Principal- Welcoming of input and providing transparency to parents and staff. Monthly participation at PTA meetings, newsletter, SLT, Safety meetings, and development and distribution of a weekly bulletin for staff and PTA.	PS 100 Staff and PTA	September 2014-June 2015	Principal, members of committees including staff, administration, and PTA
Principal will select two students to support daily announcements over the public address system to students including a Star Student Pledge in which students recite daily including the Star Expectations of being respectful, responsible, prepared, and safe	PS 100 Students, Principal	September 2014- June 2015	All Students, Principal, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Meeting time with parents during monthly PTA meetings, SLT, Safety, and special events hosted by the PTA or school. Financial resources are limited in scope to primarily PTA or SLT remuneration funds.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
N/A	**Tax Levy**	x	**Title I Basic**	N/A	**Title IIA**	N/A	**Title III**	N/A	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, PS 100 will develop, distribute, collect, and analyze a mid-year survey to determine parent satisfaction with regards to college and career preparation. We anticipate 93% of our parents to agree or strongly agree with the above statement.				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**N/A**	Yes	**N/A**	No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 34. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
• Based on the School Quality Snapshot- student attendance shows a slight decline over the past three years- Additional opportunities should be incorporated to encourage parents to better understand the rigorous demands of the common core learning standards. • Based on the most recent school environment survey, 88% of parents feel that the school offers a wide variety of courses, extracurricular activities, and services. Providing parents with time to work side by side with their child and their child's teacher to engage in common core aligned/ grade specific work will offer the parents and children an after-school activity and serve as a new initiative in our school. • Currently, our school provides opportunities for parents to join our PTA meetings at staggered times each month to support parents with obligations outside of the school day. Additionally, our school works closely with our PTA to provide parents and students with activities to welcome them back into the school building during non-instructional hours such as movie nights, craft fairs, father/daughter dances, mother/son game nights, etc.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, PS 100 will provide a minimum of three opportunities to be engaged in their child's grade specific academic learning resulting in a 3% increase on the Learning Environment Survey question related to parents feeling that the school offers a wide variety of courses, extracurricular activities, and services.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Establish a school newsletter to be distributed to all students to share with their families on a monthly basis.	All students PK-5th grade	Monthly beginning in October 2014	PTA Newsletter Editor Members of staff and Parents may submit submissions

Teacher teams will develop three "Child-Parent Activity" sessions. Dates will be identified and communicated to families. Sessions will be designed to support families in understanding their child's grade-specific academic learning.	All students PK-5th grade	January, 2015-June 2015	Teacher Teams will work together and then provide notice to parents at least 10 days prior to the activity
Parent Calendar will continue to be developed and distributed including dates of parent/child activities	All Students PK-5th grade	September 2014-June 2015	Our Parent Coordinator, informed by Staff and PTA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tuesday afternoon parent engagement time. Instructional materials may be photocopied or displayed on projectors/smart boards.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
N/A	**Tax Levy**	x	**Title I Basic**	N/A	**Title IIA**	N/A	**Title III**	N/A	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, two activities will be planned with start dates, key personnel, and intended agendas. By February 2015, PS 100 will develop, distribute, collect, and analyze a mid-year survey to determine parent satisfaction with regards to PS 100 offering a wide variety of courses, extracurricular activities, and services. This survey will show at least 90% of our parents agree or strongly agree.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**N/A**	Yes	**N/A**	No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	Teacher referral of students far below CCLS	Fundations, Curriculum Press-Phonics Skills, Fountas and Pinnell Intervention Program Comprehension Strategies	Small group, max size 8:1	Five times per week, 40 minutes per day
Mathematics	Teacher referral of students far below CCLS, Inquiry targeted students based on Go Math Assessment	Additional word problems, teacher generated lessons with Inquiry	Small group conferencing with teacher, peer tutoring	During the school day, after-school consideration is being made for this school year.
Science	Within a teacher referral, teachers would include student performance data including trends in all subject areas including science	Our two cluster science teachers offer opportunities for students to take part in science experiments and differentiate their grouping and assignments based on abilities	Small group as students take part in experiments and other projects.	During the school day
Social Studies	Within a teacher referral, teachers would include student performance data including trends in all subject areas including social studies	Projects that incorporate research opportunities for students using a variety of resources including MyLibraryNYC and myOn.	Small Group or peer tutoring	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teacher, provider, or parent referral to our Child Study Team or School Based Support Team	Peer Mediation, Anger Management, Discussion prompts, Feelings Charts	Small Group, 1:1	During the school day, 6-8 week cycles once per week

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
x	**Schoolwide Program (SWP)**	**N/A**	**Targeted Assistance (TA) Schools**	**N/A**	**Non-Title I**

Part 2: All Title I Schools

2a. 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, our Principal shares qualified candidate resumes with the PS 100 teaching staff and invites the UFT representative to attend or send a designee to join the interview process. Candidates are expected to demonstrate strong teaching practices through demonstration lessons, portfolios, references, or through other means. 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 teacher on our staff to help guide their work and develop lesson plans and provide opportunities for inter-visitation.

2b. 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 school's Professional Learning Team has established weekly learning opportunities for all teachers to engage in meaningful and relevant learning activities aligned to the Charlotte Danielson Framework for Effective Teaching. In this effort, teachers work with their teams to strengthen their integration of the Common Core Learning Standards into their instruction using all relevant instructional resources.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
N/A

Part 4: SWP Schools Only

4a. 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.).
Our school's Prekindergarten classroom is using the common core aligned curriculum displayed on the Engage NY webpage. This curriculum is used daily by our PreK provider to ensure that students are consistently being exposed to common core aligned learning opportunities to ensure that each child is developing a strong foundation of skills including letter and word development skills, and numerical fluency. In this effort, our school based support team works closely with our school psychologist and parent/guardian to identify services that need to be considered for children at their Turning 5 meetings or in advance of this meeting if the child's development warrants the consideration.

4b. 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.
Our school maintains a professional development team. This team consists of a group of teachers who work closely with administration to consider appropriate and necessary professional learning opportunities based on a combination of self-assessed needs, trends or patterns of student needs, and specific observation feedback from administration. Our school maintains a part-time instructional coach, Response to Intervention Team, School Testing Team, and ongoing communication with our schools support network.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	3,600	x	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A

Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	63952	x	N/A

[1]**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) PS 100 Isaac Clason

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 the school. **PS 100, Isaac Clason**, 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 the school and the families. The 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 the school community. **PS 100, Isaac Clason** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) PS 100 Isaac Clason

PS 100, 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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 100	DBN: 08x100
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☒Before school ☐After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 31 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # 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 2012-2013 NYSESLAT and reviewing the data from K-5 benchmark assessments, which include WRAP, Fountas and Pinnell Benchmark Assessment, 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 between March and April on Monday's, Tuesday's, and Thursdays beginning at 7:30am prior to the start of the school's instructional day. Ms. Larivee (ESL licensed teacher) and serving as our school librarian will identify specific needs of each english language learner, and then develop an instructional pathway using the Imagine Learning Software. The supplemental online instruction will afford the ELL provider an opportunity to provide targeted and differentiated "offline" instruction based on the identified needs using data from Imagine Learning.

Ms. Larivee has developed a unique understanding of their academic and language needs. In addition to supporting their ELL instuction, she provides updates to the classroom teacher regarding student performance and progress in an effort to ensure continuity of instruction between the ell instruction and daily classroom common core aligned instruction. Through the use of this software, Ms. Larivee accesses real time performance data including item skills analysis which helps her inform her instruction for these specific students and the broader population of students at our school. She works with students to ensure that they are logging into the Imagine Learning software and completing assigned activities. The software will enable students to receive differentiated instruction as they complete specific learning tasks. When a child demonstrates difficulty, the online component is designed to provide new learning paths that scaffold the instruction. Students have an opportunity to hear words and then repeat these words to strengthen fluency. 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.

Part C: Professional Development

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: On Monday afternoons from 2:20 to 3:40 teachers take part in on-going professional learning. One professional learning cycle planned for our teachers included differentiation and scaffolding of instruction. The sessions are planned for a Monday in December with follow up sessions related to the review of student work. The duration of each professional learning session will last 1.5 hours. The sessions will be at no cost to the Title III funds as they are being funded through the use of Fair Student Funding and Title I funding. The ELL provider will work collaboratively with our profesional development team to incorporate selecting excerpts from the Pauline Gibbons text and facilitating a professional learning session with all teachers. Teachers will then apply the strategies learned by jointly planning lessons with their teacher team. The teachers will then implement the lesson and collect student work. The work will then be collaboratively reviewed with their teacher team at a follow up session to consider specific strategies that worked and consider implications for future planning of instruction. When: Monday afternoons- cycle of differentiation (2:20-3:40pm) Where: Library, teacher leader classrooms Facilitator: Instructional coach, ESL licensed teacher, other members of the professional development team Cost: funded through Title I funds and Fair Student Funding (no cost to Title III) Through the development and implementation of specific lessons and then the collaborative review of student work, Title III will be supported because teachers will be provided with greater understanding of the support they can integrate for english language learners at PS 100. The assessment data will be used in order to maximize the the use of imagine learning time to provide the targeted support needed for our ELL's based on their specific assessed needs. Ms. Larivee will collect and monitor this data to keep accurate records of our ELL's and their progress.

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 invited in for at least two workshops during this school year. December: session 1 8:15-9:00- provide parents with strategies to support our instructional focus of engaging students, parents, and teachers as we aply learning to prepare for college and careers.

Part D: Parental Engagement Activities
February: session 2 8:15-9:00 Strengthening fluency through the use of read alouds with your child and discussion strategies. Parents will be notified in two separate ways. 1. Parents will receive a monthly calendar with notification of the workshop 2. A notice will be sent home indicating the topic, date and time with a tear off RSVP Presenter: Our presenter will include our instructional coach and an ESL licensed teacher.

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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 not 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 notcurrently 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. StudentDemographics

Total number of students in school (Excluding Pre-K)	597	Total number of ELLs	44	ELLs as share of total student population (%)	7.37%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →75%:25%)														0
Dual Language (50%:50%)														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
TBE										0
Dual Language										0
ESL	32		5	10		4	2		1	44

	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
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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	9								9
4	3		3						6
5	7								7
6									0
7									0
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

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

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 Instructionsl 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 nstruction. Resources are available in the teacher resource center. P.S. 100 also participates in MyLibrary which enables teachers to order addition 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'ssecond 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 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 addition resources throught 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. Addition 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 acording 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 in-take 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 seperate 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 activites and provide samples of student work inorder 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. Beginer 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 student.s 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 accomidations 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 standads. 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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

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

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

B. Programming and Scheduling Information--Continued

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 RTIteam 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 tutoriala 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 Expiditionary Learning in grades 3-5. ReadyGen offers supports inorder 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 years 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 encourage 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 Commmon 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 throught the NYC My Library program, and Imagine Learning English technology program. Students and teachers are encourage to engage new students in their native languagein order to make content more accessable and reinforce the curriculum.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    The required servies of 180 minutes for advanced students and 360 miinutes 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 addition 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 activites 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 strenghten 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 Langauge 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_____		
	Other_____		
	Other_____		
	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: 6Network: 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.