

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**08X100**

**School Name:**

**P.S. 100 ISAAC CLASON**

**Principal:**

**CHAD ADAM ALTMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 100 Isaac Clason School Number (DBN): 08x100  
Grades Served: PK-5  
School Address: 800 TAYLOR AVENUE BRONX NY 10473  
Phone Number: 718-842-1461 Fax: 718-328-5520  
School Contact Person: CHAD ALTMAN Email Address: CALTMAN3@SCHOOLS.NYC.GO  
Principal: Chad Altman  
UFT Chapter Leader: Gina Cambrelen  
Parents' Association President: Regina Sanchez  
SLT Chairperson: Danielle Chiodi  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A  
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

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx NY  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: N/A

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sharda Khan	Member/ Parent	
Lourdes Collazo	Member/Parent	
Diana Wynters	Member/ Parent	
Yasmin Colon	Member/ Parent	
Danielle Chiodi	Member/ Teacher	
Stacy Leitner	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon Mcmillian	Member/ Teacher	
N/A	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. PS 100, Isaac Clason is a Prek-5<sup>th</sup> 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-5<sup>th</sup> 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, 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. In previous years, 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.

**08X100 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	584	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.0%	% Attendance Rate		90.8%	
% Free Lunch	76.9%	% Reduced Lunch		0.2%	
% Limited English Proficient	7.4%	% Students with Disabilities		26.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		36.4%	
% Hispanic or Latino	60.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	1.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.6	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.8%	Mathematics Performance at levels 3 & 4		14.8%	
Science Performance at levels 3 & 4 (4th Grade)	68.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The School Quality Guide from 2014 displays our school’s “Math Median Adjusted Growth Percentile” shows a decline from 2014 back to 2012 levels of 28<sup>th</sup> percentile of our peer group and 19<sup>th</sup> 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 30<sup>th</sup> percentile in 2012, 35<sup>th</sup> percentile in 2013, and now 63<sup>rd</sup> percentile compared to our peers and 60<sup>th</sup> 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will work together with their Grade level teams/ curricular teams to imbed Mathematics concepts and build the foundational skills needed in mathematics into the Go Math curriculum which will result in a 3% increase in 4<sup>th</sup> and 5<sup>th</sup> grade students earning a level 3 or 4 on the NYS Math Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The school will utilize the Go Math Curriculum in all grades-</p> <ul style="list-style-type: none"> <li>• Teachers will target small groups of students daily using differentiated activities.</li> </ul> <p>Teachers will attend professional learning sessions on engaging activities in the area of mathematics.</p>	<p>All teacher teams K-5<sup>th</sup> grade</p>	<p>Sept 2015- June 2016</p>	<p>Grade Leaders/ teacher teams/ instructional coach/ administration</p>
<p>To increase strategies for problem solving and writing about math within math journals at least two times per week</p>	<p>All teacher teams- K-5<sup>th</sup> grade</p>	<p>Sept 2015- June 2016</p>	<p>Grade Leaders/ teacher teams/ instructional coach/ administration</p>
<p>Grades 3-5 will continue to implement Expeditionary Learning as our English Language Arts curriculum</p> <ul style="list-style-type: none"> <li>• Teachers will work within their teacher teams to incorporate the writing process into their grades ELA plan.</li> </ul> <p>Teachers will work with their teacher teams to align the scope and sequence of NYC to their science and social studies curriculum.</p>	<p>3<sup>rd</sup> - 5<sup>th</sup> grade</p>	<p>Sept 2015- June 2016</p>	<p>Grade Leaders/ teacher teams/ instructional coach/ administration</p>
<p>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.</p> <p>PS 100 implemented the use of Foundations intervention for all students within kindergarten and first grade to support phonemic development. A Wilson trained specialist/ teacher within our school is supporting the implementation and use of Foundations on a daily basis.</p>	<p>K-2<sup>nd</sup> grade</p>	<p>Sept 2015- June 2016</p>	<p>Grade Leaders/ teacher teams/ instructional coach/ administration</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Foundations specialist- Ms. Lyddy will support the implementation of Foundations in all kindergarten and first grade classrooms daily from 8-8:40am. All kindergarten teachers will be trained on the use of Foundations 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 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 3<sup>rd</sup>-5<sup>th</sup> grade students will take part in a baseline and mid-year assessment math assessment. Results will be analyzed and a 2% increase will be seen for our 4<sup>th</sup> and 5<sup>th</sup> grade students.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the PBIS model, PS 100 staff will provide a safe and supportive environment to students to foster an engaging learning experience within the PS 100 community evidenced by a 3% reduction of Online Occurrence Reports compared to the 2014-2015 school year.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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
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 2015-June 2016	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 demonstrated star behavior on a regular basis or patterns	September 2015- June 2016	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 2015-June 2016	School Based support team member

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

X	C4E	X	21 <sup>st</sup> Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, a 3 percent reduction of Online Occurrence reports will be seen compared to February 2015.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will participate in targeted professional learning cycles determined by the needs of our school community and will be measured by an increase of 3% of teachers receiving highly effective within goal 3B, 3C, or 3d based on the Advance Danielson data from 2014-2015 of the which component had the least highly effective.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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	Professional Learning Team, Administrative Team	Prior to September 2015	PL Team/ Principal
The PL Team will meet to deepen our understanding of the 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.	All Teachers, Professional Learning Team, Administrative Cabinet	Prior to September 15	PL Team/ Principal
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 2015-June 2016	PL Team/ Principal
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	September 2015-June 2016	PL Team/ Principal

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 at least 1.5% of teachers will be rated level 4 within component 3B

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2014-2015 school year, teachers worked with their teacher teams to identify strategies to support differentiation of instruction. Much of this work is being assessed in a variety of ways such as student assessments and Advance observations. In order adequately gauge the improvement in planning, the overall results of Danielson Component 1E will be compared from the 2014-2015 school year to the 2015-2016 school year.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administration will build teacher capacity from within to strengthen the planning, designing, and instructional support that will be differentiated for students evidenced by a 3% increase of rated teachers into the highly effective category for component 1E- Designing Coherent Instruction.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will take part in professional learning opportunities to support the planning and implementation of differentiation of instruction.</p>	<p>All teachers</p>	<p>June 2015- June 2016</p>	<p>All teachers, Instructional Coach, Assistant Principals, Principal</p>

Student performance data will be reviewed during inquiry cycles. Targeted instruction will be considered, developed, and implemented to support students based on individual needs.	All teachers	September 2015-June 2016	Teacher teams, grade leaders, assistant principals, instructional coach principal
Our professional learning team will develop a cycle on response to intervention to support teachers in identifying strategies to meet the needs of all learners.	Professional learning team, all teachers, Admin	September 2015-June 2016	Principal, assistant principals, instructional coach
N/A	N/A	N/A	N/A

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding will be available (approximately \$2500) to purchase professional texts that teachers can use to support a book club.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, our Advance data will show a 2% increase of teachers earning the highest level (4) based on component 1E compared to the 2014-2015 Advance summary data.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS 100 will develop a website that will be available for parents to access real time information on our school. This will result in a 3% increase on the Learning Environment Survey question about the schools communication.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Display our school newsletter on the website.</p>	<p>All parents Pk-5<sup>th</sup></p>	<p>October 2015-June 2016</p>	<p>Website coordinator, school newsletter coordinator.</p>
<p>The website will be developed by a school staff member and shared with our School Leadership Team for consultation to identify additional input to consider.</p>	<p>School Leadership Team</p>	<p>October 2015-June 2016</p>	<p>Website coordinator, school newsletter coordinator, SLT</p>
<p>Parent calendars will be posted on our school website</p>	<p>All parents Pk-5<sup>th</sup></p>	<p>October 2015-June 2016</p>	<p>Parent Coordinator, Website Coordinator</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Allotment of resources to provide to identify a website coordinator, and \$2,100 for the contract to eChalk website or other identified vendor.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>By February 2016, a website will be up and running.</u></p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



## 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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teacher referral of students far below CCLS	Foundations, 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
<b>Mathematics</b>	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.
<b>Science</b>	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
<b>Social Studies</b>	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
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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 activities and strategies for high quality professional development for teachers, principals, 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).
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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 learning 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 superintendent and borough field office.

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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<sup>2</sup>. **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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	413,492.00	TBD	TBD

Title II, Part A	Federal	193,553.00	TBD	TBD
Title III, Part A	Federal	11,200.00	N/A	N/A
Title III, Immigrant	Federal	0	TBD	TBD
Tax Levy (FSF)	Local	3,314,505.00	TBD	TBD

**<sup>1</sup>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:

- 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.
- 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.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.

- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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#### **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 1<sup>st</sup> 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 1<sup>st</sup> 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.

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>PS 100</u>	DBN: <u>08x100</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# 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: 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 instruction, 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

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

### Part C: Professional Development

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 professional 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.

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>8</b>	Borough <b>Bronx</b>	School Number <b>100</b>
School Name <b>Isaac Clason</b>		

### 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 ENL teacher, and one parent.

Principal <b>Chad Altman</b>	Assistant Principal <b>Tania Sanchez and Ada Torres</b>
Coach <b>Danielle Chiodi</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Mrs. Sandra Larivee</b>	School Counselor <b>Ms. Ruiz</b>
Teacher/Subject Area <b>Science/Ms. Vargas</b>	Parent <b>Ms. Regina Sanchez</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Linda Faix</b>
Related-Service Provider <b>Ms. Sharon Mcmillian</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>RTI/Science Ms. Leitner</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>556</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	24		5	10		7				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
French														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	5	2	4	5	4	10								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2												0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	2	2	3	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			0
4	6				0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Fountas and Pinnell Benchmark Assessment System (grades K-2), Reading inventory, IRLA (grades 3-5), and the ELL Periodic Assessments (grades 3-5) are utilized to monitor early literacy skills. Grades 3-5 follow Expeditionary Learning Curriculum for ELA and grades K-2 follow the ReadyGen curriculum for ELA. These programs address the needs of ELLs with specific scaffolds and small group instruction with interventions. This quantitative data has shown throughout the year that our ELL students in grades K-2 are having difficulty in the area of spelling and understanding new vocabulary inhibiting reading comprehension. ELL students in grades 3-5 need additional support in using conventions and features of American English, making predictions and inferences, and writing opinion pieces, supporting a point of view with reasons. This data is being used to adjust scaffolds being used within the classroom and to assist in developing a stronger curriculum and provide insight into professional development that needs to take place during the school year. Throughout the year our staff 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 An analysis of recent NYSITELL and NYSESLAT data by our ENL 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. Students are having difficulty with introductions and conclusions as well as supporting reasons with evidence from the text. 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. Results of the Spring 2015 NYSESLAT will be reviewed in the fall.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- According to the AMAO tool, 18.75% of ELL students attained proficiency and 87.50% of students made progress in English language acquisition. PS 100 met the Title III Annual Measurable Achievement goals AMAO1 and AMAO2. The Early Warning Indicator calculates risk factors and displays students' who are at increased risk levels. A narrative provides a list of each student's risk factors. Several of our ELLs show increase risk factors. These students will receive additional interventions in the classroom and be monitored by the RTI team.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- According to the most recent assessment data ELL students in grades K-5 need targeted instruction in the area of meaning through context, English conventions, making predictions and inferences, and writing opinion pieces.
- Analyzing the results of these assessments along with looking at classroom work assists teachers in modifying instruction for ELLs. The results of the ELL Periodic assessment will be discussed amongst the ELA coach, ENL teachers, and classroom teachers during professional development.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 ( Tier 1, Tier II, and Tier III. 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 2014 ELA showed ELL students who did not pass the NYSESLAT scored 1s and 2s. These students will be given the opportunity to attend after school programs to strengthen their reading and writing skills.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Second language development creates another layer to the instructional decision making process. 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 ENL teachers will meet during common planning periods or during inquiry to plan appropriate scaffolds for ELL instruction. Teachers are given professional development on language acquisition and strategies to support language acquisition. Additional resources are available for all grades to support language development. Resources are available in the teacher resource center. P.S. 100 also participates in MyLibrary which enables teachers to order additional resources through the NYC Public Library.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- ELL programs will be evaluated by monitoring student growth in the four modalities (Listening-Speaking-Reading-Writing). The spring 2014 NYSESLAT results showed limited results in the area of writing and reading. As a result Teacher Inquiry Teams at P.S. 100 will focus on English Language Learners during the first inquiry cycle of the 2015-2016 school year. Additional small group instruction will be put in place to support ELLs in the areas of Reading, and Writing. The data from these inquiry groups will be monitored. ELL programs will be adjusted according to these results.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The HLIS is administered by a pedagogue during registration to all parents of newly enrolled students to NYC school system. The pedagogue interviews each parent based on the HLIS questions to determine the home/native language of the student. If the parent or guardian's native language is not English an interpreter will be provided. If an interpreter is unavailable the Translation and Interpretation Unit will be utilized. Spanish is spoken by pedagogues on our in-take team. An informal student interview is conducted on all new admits to NYC schools in English and in the Native language. Based on the information on the HLIS and the informal interview NYSITELL eligibility is established. If a new student is found to be eligible for testing, one of the ENL teachers administers the NYSITELL within ten days of admission to PS 100. ELL teachers scan answer documents into ATS. 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 NYSITELL 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 NYSITELL/NYSESLAT scores. The student is placed according to previous ELL school program as he/she is entitled to the continuation of the same program. If a student is returning to the NY school system after a 2 year absence, the Home Language Identification Process is readministered.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Upon initial enrollment of 3rd -5th grade students parents and student will be interviewed after the completion of the HLIS. If student is identified as an ELL from the HLIS, the pedagogue will determine during the interview or upon review of the students records if the student is two or more years below grade level in literacy or math in their native language due to interruption in their education before entering the United States. If the student fits this profile he/she will then be identified as a possible SIFE student. SIFE students have attended schools in the United States for less than 12 months. After oral interview with the student the Literacy Evaluation for Newcomer SIFE will be administered in their native language. Initial SIFE status will be indicated in the DOE’s system within the first 30 days. The student will be monitored during the first year to determine proper classification. This indicator can be modified within the first 12 months of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student from within the United States enrolls with an IEP and has been identified as a possible ELL from the HLIS and the interview process, the Language Proficiency Team must determine if the student is eligible to take the NYSITELL. The team is comprised of Mrs. Larivee/ENL teacher, Mrs. McMillian/IEP teacher, a school administrator, and the student’s parent or guardian. During the meeting the LPT will consider the student’s English language development which includes the student’s use of the language in school and home, the results of assessments administered in the student’s home language for the IEP, and information from the CSE determining if the student’s disability affects whether the student can attain proficiency in English. The LPT determines if the student should take the NYSITELL. If the team decided the student should not take the NYSITELL, the recommendation is sent to Mr. Altman for review. The principal will accept or reject the recommendation. If he rejects it then the student will take the NYSITELL. If he accepts the LPTs recommendation it is then sent to the superintendent. The determination is made within 10 days. If rejected the school has 5 days to administer the NYSITELL and notify the parent of guardian. All information is placed in the student’s cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
After a student has completed the NYSITELL and their scores have been determined, entitlement and non-entitlement parent notification letters are sent home. Parents sign and return a receipt acknowledging the letter. ENL staf will monitor the process to make sure parents have received notification within 5 school days.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The ELL Re-identification Process is new as of 2015-2016. A notice will be sent home to the parents with their student's entitlement and non-entitlement letters notifying them of the re-identification process. In addition parents will be reminded of the process during ELL parent orientation. Parent/guardian can request the re-identification process and it must be completed within 10 school calendar days from request or 20 days from request for a student with an IEP.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Every parent of an ELL child is given the opportunity to attend a parent orientation. The orientation takes place within ten days of enrollment. The parents have the opportunity to learn about all ELL program models that their children are entitled to. At the parent orientation, parents will view the DOE ELL parent video and read the DOE ELL program brochures. Parents are given an opportunity to ask questions. After watching the video, parents will be asked to fill out the parent survey and parent selection form. Their children will be placed according to parent choice. If parents are unable to attend an orientation, the ELL 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The results of the NYSITELL 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 32 on the NYSITELL indicating eligibility. The letter is sent home within the first ten days of enrollment to P.S. 100. The Entitlement letter informs and invites the parents to an ELL parent orientation. Parent Surveys are completed at the orientation. Phone calls are placed to parents who do not attend the orientation. If parents were unable to attend an individual parent meeting will be scheduled. 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. 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 a record of all parent requests and will track noticeable changes and plan accordingly.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All parents have the opportunity to learn about all ELL program models that their children are entitled to. The school provides the opportunity to attend parent orientations in the morning, late afternoon or will set up individual meetings. A list is kept in the ELL binder with all the ELL parents that are entitled to a meeting and need to complete the Parent Survey and Program Selection forms. As parents complete the Parent Survey and Program Selection forms their names are checked off. Phone calls and letters will be sent home till the Parent Survey and Program Selection forms have been completed. All attempts to contact a parent will be logged.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement is determined during the parent orientation meeting. After parents are fully aware of programs available for their child within NYC, they complete the Program Selection form. Once the Program Selection form has been completed the school will place the student in the appropriate program. At this point the school will send parents a placement letter acknowledging their choice and their child's placement. This notice will be sent home in the family's preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original ELL documentation will be kept in the student's cumulative record. In addition, PS 100 keeps a copy of all HLIS and parent notification letters ( program placement Letters, entitlement/non-entitlement, continued entitlement letters ) in the main office. An ELL binder is kept will Parent Survey and Program Selection forms along with a copy of the HLIS for entitled ELLs.

11. 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. Students are tested in the four modalities. Each section is administered on a separate day within the testing dates. If a student is absent they are given the

opportunity to make-up the exam on a make-up day. Parents are notified of the testing with a letter in their home language. A parent workshop on the NYSESLAT is given in March.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
During the first day of school time is spent analyzing the data from the NYSESLAT and determining the levels for each student. Once the levels have been determined, Transitional Support Letters and Continued Entitlement letters will be sent home in the preferred language of the parent. Letters are sent home before September 15 of each school year. Copies are kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years parent surveys indicate that parents are interested in the ENL model that is in place. A few parents have shown interest in alternative programs. At the present time, our school does not have the required number of students to open a Dual Language or Bilingual program.

Parent Selection Forms

Kindergarten: 5 ENL , 1 Transitional Bilingual Sonike

First Grade: 4 ENL,

Second Grade: 4 ENL,

Third Grade: 4 ENL,

Fourth Grade: 3 ENL, 1 Transitional Bilingual Spanish

Fifth Grade: 7 ENL, 1 Dual Language French, 3 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 ENL model in place for the 2015-2016 school year, which is aligned with parent choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
    - a. English Language Learners (ELL), comprising less than 7.% of the school's population. CR Part 154 requirements for English as a New Language are met by a combination of a standalone ENL and an integrated ENL model. Every ELL must receive a specified amount of time depending on the students proficiency level. ELLs are grouped according to proficiency and grade level. No more than two continuous grades are grouped together. During standalone ENL students are pulled from 8:00am-8.45am for instruction. During this time one of three ENL teachers will work with entering and emerging levels to develop English language skills. Integrated ENL will be provided by an ENL teacher during the ELA block in collaboration with the classroom teacher. Integrated ENL must take place during ELA for entering, emerging, and transitioning ELLs. At the expanding and proficient level integrated ENL can take place through any content area that meets the students needs. ELLs are clustered together to allow for collaboration of ENL teachers and classroom teachers. All ENL instruction is provided by a certified ENL teacher.
    - b. During stand alone sessions the ENL 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 as determined by the NYSESLAT and current grade level. During the integrated ENL model the ENL 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.

- b. TBE program. *If applicable.*
- c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering/Beginner ELLs are entitled to 2 units of study or 360 mins of ENL instruction. These students are given 180 minutes of Stand Alone ENL and 180 minutes of Integrated ENL during ELA, Emerging/Low Intermediate ELLs are entitled to 2 units of study of 360 mins of ENL instruction. Emerging ELLs will receive 180 minutes of Stand Alone ENL and 180 minutes of Integrated ENL during ELA with the flexibility of receiving 90 minutes of ENL instruction during Content Area instruction. Transitioning/ Intermediate ELLs are entitled to 1 unit of study or 180 minutes of ENL instruction. Transitioning ELLs will receive 180 minutes of Integrated ENL during ELA with the flexibility of receiving 90 minutes of ENL instruction during Content Area instruction. Expanding/Advanced ELLs are entitled to 1 unit of study or 180 minutes of ENL instruction. Expanding ELLs will receive 180 minutes of Integrated ENL during ELA or Content Area instruction. Commanding ELLs are entitled to .5 unit of study or 90 minutes per week of Integrate ENL. Commanding ELLs will receive Integrated ENL instruction during ELA or during Content Area instruction. Only certified ENL teachers provided mandated units/minutes of ENL instruction. Administration monitors all ELL providers schedules to ensure mandated minutes for ELL students are achieved.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Although the language of instruction at P.S. 100 is English, we understand the complexities of learning a new language. In grades K- 5 teachers use the following strategies to help support language acquisition. Teachers use oral language activities, to help support speaking and listening, they group students who are new with native speakers and proficient English speakers to help build confidence and gain access to language through group work. Teachers model activities and provide samples of student work in order to provide clear examples. Teacher also use non-verbal cues when they can to reinforce a lesson. These could be in the form of real objects, gestures, or pictures. Also, home language resources are provided across all grades. Teachers access home language resources to support classroom instruction. Resources are available through the NYC MYlibrary program, technology, the schools library, and the teacher resource room.

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

Students have access to bilingual content-area glossaries, picture dictionaries, and bilingual dictionaries. Students who speak the ELL student's native language are buddied up to encourage translation for clarification. Beginner ELLs are the opportunity to write in their native language in order to express their ideas. Translation is done when possible. Math and Science test are available in the students home language during state testing.

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

In the November and March ELLs in grades 3-5 take the ELL Periodic Assessment which allows teachers to analyze skills and provide timely feedback on standards which students need additional support. In addition, ELLs in grades K-5 are given a baseline, mid-year, and end of the year ELA MOSL provided by NYC. ELL reading levels reading levels are recorded three times a year. A baseline, mid-year, and end of the year reading level is recorded for all students. Kindergarten, First, and Second grade reading levels are attained using Fountas and Pinnell Benchmark Assessments. Third, Fourth, and Fifth grade reading levels are monitored with 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. All data is reviewed and tracked to monitor progress.

6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

**Students with Interrupted Formal Education:** At this time we do not have SIFE students at P.S. 100. We do have structures in place to identify SIFE students. We identify SIFE students by reviewing their transcripts, family interviews, and completion of the HLIS. We will provide SIFE students with additional support and instruction. ENL 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 an ELL morning enrichment program and after school programs 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 a combination of a standalone ENL and integrated ENL. ENL teachers will work closely with the classroom teacher to support academic content area instruction through focused lessons using instructional strategies to accelerate ELL learning. ELL testing accommodations are provided for state and local testing.

**ELLs receiving service 4 to 6 years:** Students receiving four to six years of ESL instruction will continue to take part in a combination of standalone ENL and Integrated ENL. Students will receive additional instruction and targeted interventions aligned with the Common Core standards. ELL students will participate in Buddy reading to increase fluency. RTI and Standalone ENL will provide select students with additional support through the use of "Leveled Literacy Intervention Program" by Fountas and Pinnell, "Measuring Up" by Peoples Education, "Reading Comprehension Strategies" by Sundance and Foundations/Wilson Reading programs. 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 the ELL morning enrichment program 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 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, ELL morning enrichment program, and after school programs.

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

**Former ELLs:** Students who have exited from ELL status will receive 90 minutes per week of ENL support for an additional two years after passing. Integrated ENL support will be received during ELA or content area instruction. Students will be monitored for continued progress and RTI will be put in place if additional support is needed. ELL testing accommodations will continue for two years after exiting ELL status.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

After 6 to 12 months Mr. Altman will review the Re-identification decision to ensure that the student is making adequate academic and social progress. The principal will review the data and consult with the classroom/homeroom teacher, ELL providers, parent/guardian and the student. If the student is making academic progress the student will continue in their present program. If it is determined that the student is not making sufficient progress additional supports will be put in place through RTI, or the early morning ELL program. If it is determined that the student's achievement is being adversely affected the principal may reverse the determination within the 12 month window. This decision is made in conjunction with the superintendent. If the Re-identification decision is reversed the parent will be notified in writing in their preferred language within 10 school days. Copies of sign-in sheets and parent notification letters will be kept on file.

8. 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. Imagine Learning English Software Program is offered during an ELL morning enrichment program. 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. In addition, ELLs are supported with a strong mix of resources, which include: internet resources, 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 help ELL's to be more successful in the target language.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. Teachers meet 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, ENL teachers and the IEP team. Schedules are looked at closely by the IEP team and administration to ensure students participate and receive support during core curriculum in the least restrictive environment.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

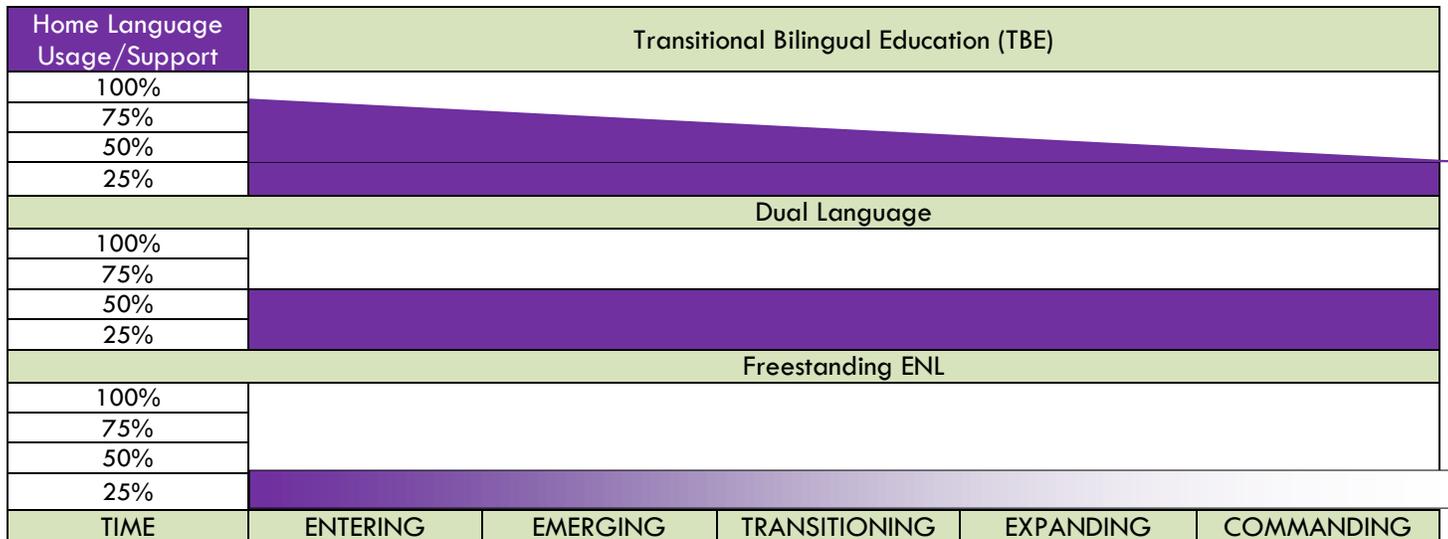


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
The school's RTI team monitors ELL state assessments, baselines, and benchmark assessments, and sends out informal questionnaires to grade level teachers in order to track the growth 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, ELL morning program, after-school programs, and RTI will be implemented according to need. Imagine Learning English is utilized during an ELL morning intervention program from 7 :30am - 8:00am , Monday through Thursday. After school programs will be extended to those students needing additional support. After school programs include Peoples Education & I-Ready Technology Intervention program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
ReadyGen has been implemented in grades K-2 and Expeditionary Learning in grades 3-5. ReadyGen offers supports in order to scaffold information for ELLs and offers opportunities to reinforce material during small group instruction. ReadyGen also provides explicit and systematic phonics and word study. The phonics program will be incorporated for grades K-3. The classroom teacher and the ESL teachers will work together with the Literacy coach to ensure the new curriculum is supporting our English Language Learners. Additional scaffolds and supports will be put in place such as providing pre-identified key words, word banks, glossaries, sentence starters, cloze activities, small group discussions.
12. What new programs or improvements will be considered for the upcoming school year?  
This year we have put in place an early morning intervention program. Students who need additional support will have the opportunity to attend. We will monitor the effectiveness of the program.
13. What programs/services for ELLs will be discontinued and why?  
none
14. 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 .
15. What instructional materials, including technology, are used to support ELLs? Include core 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 ENL teachers can use the reports to monitor progress.  
Rigby's, On Our Way to English, is used to reinforce the Common Core curriculum. The program focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided instruction in English. The program includes both informal and formal assessments to help guide instruction. Hampton Brown, Into English, is a support which focuses on language and literacy through content area instruction. Along with these programs, ELLs are supported with a strong mix of resources, which include: NOVEL databases, books from NYC My Library to support Units of study, glossaries, dictionaries, Getting Ready for the NYSESLAT, and an ENL 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
ELL students are provided with access to native language supports in a variety of ways. Through the use of cognates, bilingual content-area glossaries, English and native language dictionaries, native language libraries, NOVEL databases with language translation, native language materials ordered through the NYC My Library program, and Imagine Learning English technology program. Students and teachers are encourage to engage new students in their native language in order to make content more accessible and reinforce the curriculum.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The required servies and resources are all on grade appropriate level. Scaffolds are used to support and expand grade level instruction.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

none

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

## B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
ELL teachers will attend ELL meetings provided by the Office of English Learners throughout the school year. Common branch teachers, subject area teachers, and special education teachers will be offered Professional development during the Chancellor's Conference days and/or any additional professional development days.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ELL teachers and guests will have Lunch and Learns. 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 in the areas of MyLibrary and NYC Databases. These additional workshops will help teachers access ELL resources including native language resources.

Teacher teams will conduct a cycle of inquiry on ELLS in order to strengthen their understanding of student needs and identify strategies and interventions to maximize student progress.

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 during Monday PD meetings, and full PD days. 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 professional development binder. A record of mandated hours of ELL training is kept on file. Office staff will attend workshops on maintaining records of English Language Learners. (HLIS, OTELE, Parents Preferred Language)

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the mandated parent orientation meeting and parent-teacher conferences, ELL teachers will meet with parents of ELLs individually a minimum of one time a year to discuss the progress of their child's language development. During the meeting the parent will be informed of assessment results which include the Fall and Spring ELL periodic assessment, ELA baseline and benchmark MOSLs and math baseline and benchmark results. Parents will review their child's program goals and the materials and strategies that are put in place to support their child's language acquisition. These meetings will occur on Tuesday afternoons between 2:20pm and 3:00pm. The classroom/homeroom teacher will attend these meeting to aide in the understanding of their child's progress and needs. An interpreter will be available to assist in the language the parent or guardian best understands. All meetings will include a sign-in sheet which will be kept on file.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

2. Parents will be invited to attend a minimum of one individual meeting per year to discuss ELL programs and the progress of their child. Invitations for meetings will be extended through translated letters. Phone calls will be placed to encourage parental meetings using over the phone interpretation services or in-house interpreters. All phone calls will be logged in the ELL parent contact binder. Parent letters and sign-in sheets for individual meetings will be placed in the ELL parent contact binder.

3. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 100 partners with Bronx Lebanon Hospital, which provides classes on child nutrition, and asthma. We have also partnered with Promise Zone, a program designed to support children and families. The program helps parents find the services their family needs to be successful. In addition, Visiting Nurse Services of New York offers classes on test anxiety.

5. How do you evaluate the needs of the parents?

The Parent Coordinator is very active within the school community. The Parent Coordinator sends out surveys to parents to evaluate their interests and needs. The Parent Coordinator 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, Homework Helper, Parents as Partners, Nutrition, Asthma). 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 ELL 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.

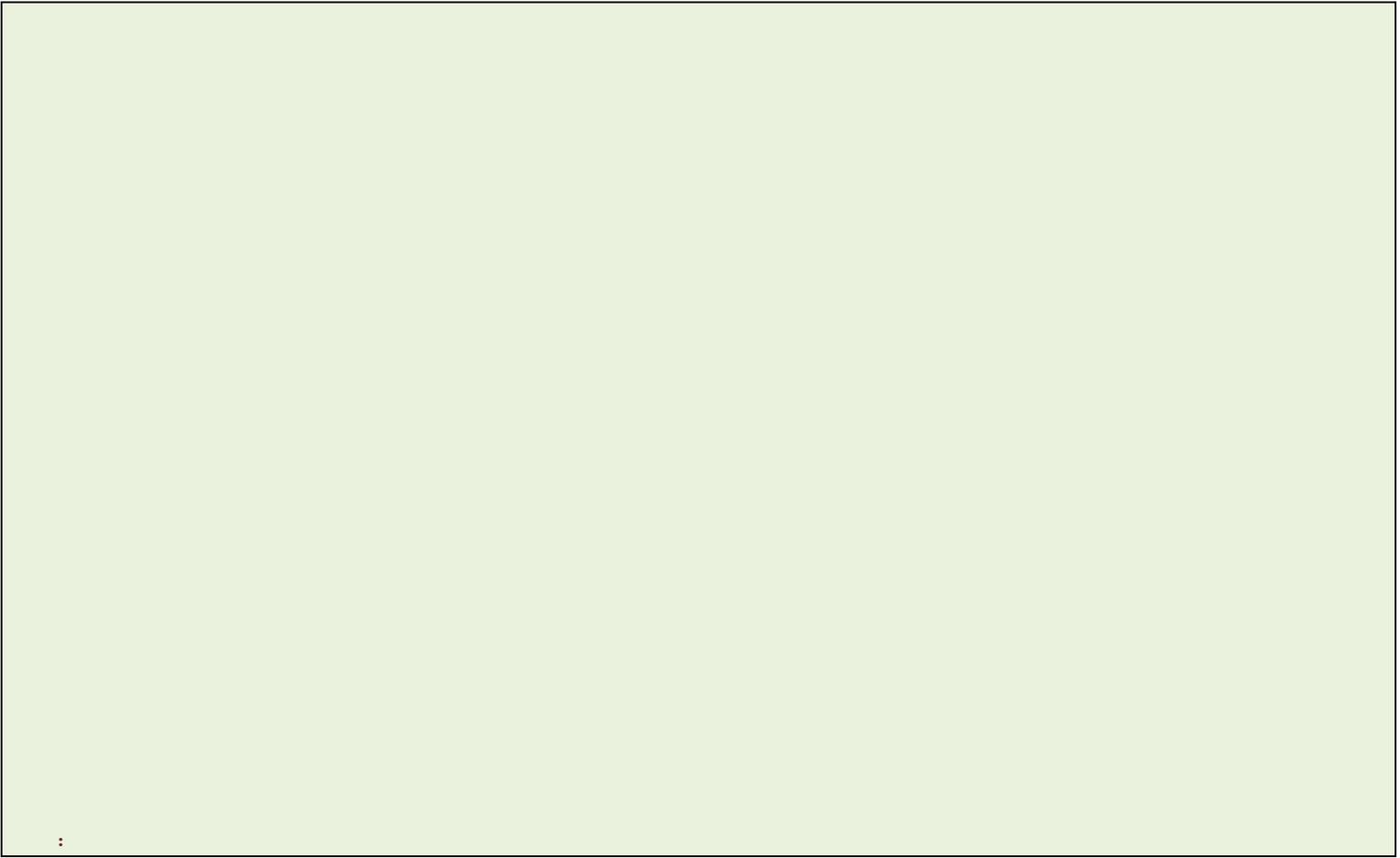
6. How do your parental involvement activities address the needs of the parents?

Workshops are aligned to the parent surveys. This year parents expressed an interest in homework help, nutrition, and cyberbullying. PTA Meetings and activities encourage active participation in the P.S. 100 community. The PTA plans movie nights, father-daughter and mother-son dances to foster a strong school/parent connection.

### D. Additional Information

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

Paste response here



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### C. School Information

District <b>8</b>	Borough <b>Bronx</b>	School Number <b>100</b>
School Name <b>Isaac Clason</b>		

### D. 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 ENL teacher, and one parent.

Principal <b>Chad Altman</b>	Assistant Principal <b>Tania Sanchez and Ada Torres</b>
Coach <b>Danielle Chiodi</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Mrs. Sandra Larivee</b>	School Counselor <b>Ms. Jakubowski</b>
Teacher/Subject Area <b>Science/Ms. Vargas</b>	Parent <b>Ms. Regina Sanchez</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Lissette Almodovar</b>
Related-Service Provider <b>Ms. Sharon Mcmillian</b>	Borough Field Support Center Staff Member <b>Sandra Litrico</b>
Superintendent <b>Dr. Karen Ames</b>	Other (Name and Title) <b>RTI/Science Ms. Leitner</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>556</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>6.12%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	24		5	10		7				34
<b>Total</b>	24	0	5	10	0	7	0	0	0	34

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
Spanish														0
French														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

### Freestanding English as a New 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	5	2	4	5	4	10								30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2												3
<b>TOTAL</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>0</b>	<b>34</b>						

## 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 (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			4
4	6				6
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		1		1				5
4	2		1						3
5	9								9
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
US History and Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Fountas and Pinnell Benchmark Assessment System (grades K-2), Reading inventory, IRLA (grades 3-5), and the ELL Periodic Assessments (grades 3-5) are utilized to monitor early literacy skills. Grades 3-5 follow Expeditionary Learning Curriculum for ELA and grades K-2 follow the ReadyGen curriculum for ELA. These programs address the needs of ELLs with specific scaffolds and small group instruction with interventions. This quantitative data has shown throughout the year that our ELL students in grades K-2 are having difficulty in the area of spelling and understanding new vocabulary inhibiting reading comprehension. ELL students in grades 3-5 need additional support in using conventions and features of American English, making predictions and inferences, and writing opinion pieces, supporting a point of view with reasons. This data is being used to adjust scaffolds being used within the classroom and to assist in developing a stronger curriculum and provide insight into professional development that needs to take place during the school year. Throughout the year our staff 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 An analysis of recent NYSITELL and NYSESLAT data by our ENL 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. Students are having difficulty with introductions and conclusions as well as supporting reasons with evidence from the text. 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. Based on the NYSESLAT scores, our 4<sup>th</sup> and 5<sup>th</sup> graders achieved total scores of level 4 (expanding) while our early learners in kindergarten showed that 50% were level 3 transitioning and 50% were level 4 expanding. Our third grade total had the most need for improvement showing one student at the level 1 2 emerging level. Our ENL providers will utilize this data to support instructional next steps in coordination with the classroom teacher.

11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to the AMAO tool, 18.75% of ELL students attained proficiency and 87.50% of students made progress in English language acquisition. PS 100 met the Title III Annual Measurable Achievement goals AMAO1 and AMAO2. The Early Warning Indicator calculates risk factors and displays students' who are at increased risk levels. A narrative provides a list of each student's risk factors. Several of our ELLs show increase risk factors. These students will receive additional interventions in the classroom and be monitored by the RTI team.

12. For each program, answer the following:

- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

According to the most recent assessment data ELL students in grades K-5 need targeted instruction in the area of meaning through context, English conventions, making predictions and inferences, and writing opinion pieces. School administrators and teachers shared these findings with our RTI team to identify additional resources that can be used at the school level to support our English language learners. One strategy being considered was to utilize "foundations" at the kindergarten and 1<sup>st</sup> grade level every morning to support phonemic development. Additionally, independent reading will take place in grades 2-5 each morning with opportunities for the classroom teacher to conference with our English language learners.

13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 ( Tier 1, Tier II, and Tier III. 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. Our English Language Learner assessment results including baseline Measures of Student Learning will be utilized to identify appropriate grouping of students when planning for small group instruction and center activities within the classroom.

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

Second language development creates another layer to the instructional decision making process. 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 ENL teachers will meet during common planning periods or during inquiry to plan appropriate scaffolds for ELL instruction. Teachers are given professional development on language acquisition and strategies to support language acquisition. Additional resources are available for all grades to support language development. Resources are available in the teacher resource center. P.S. 100 also participates in MyLibrary which enables teachers to order additional resources through the NYC Public Library.

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?
- f. How are EPs performing on State and other assessments?

Paste response to questions here:

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

Our current 4<sup>th</sup> grade has one student that was identified as level 2 emerging, all other grades resulted in students performing at level 3 transitioning through commanding. Our outgoing fifth grade resulted in 1 student at level 3 transitioning with 7 performing at level 4 expanding based on the 2014-2015 NYSESLAT scores. Our school recently was informed by NYS that we are once again identified as a school in good standing.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The HLIS is administered by ESL licensed teachers Lydia Kurchin and Sandra Larivee during registration to all parents of newly enrolled students to NYC school system. The teachers listed above interview each parent based on the HLIS questions to determine the home/native language of the student. If the parent or guardian's native language is not English an interpreter will be provided. If an interpreter is unavailable the Translation and Interpretation Unit will be utilized. Spanish is spoken by teachers within our registration team. Our team also includes an IEP teacher and Instructional Coach. An informal student interview is conducted on all new admits to NYC schools in English and in the Native language. Based on the information on the HLIS and the informal interview NYSITELL eligibility is established. If a new student is found to be eligible for testing, one of the ENL teachers administers the NYSITELL within ten days of admission to PS 100. ELL teachers scan answer documents into ATS. The NYSITELL 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 NYSITELL/NYSESLAT scores. The student is placed according to previous ELL school program as he/she is entitled to the continuation of the same program. If a student is returning to the NY school system after a 2 year absence, the Home Language Identification Process is readministered.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon initial enrollment of 3rd -5th grade students parents and student will be interviewed after the completion of the HLIS. If student is identified as an ELL from the HLIS, the pedagogue will determine during the interview or upon review of the students records if the student is two or more years below grade level in literacy or math in their native language due to interruption in their education before entering the United States. If the student fits this profile he/she will then be identified as a possible SIFE student. SIFE students have attended schools in the United States for less than 12 months. After oral interview with the student the Literacy Evaluation for Newcomer SIFE will be administered in their native language. Initial SIFE status will be indicated in the DOE's system within the first 30 days. The student will be monitored during the first year to determine proper classification. This indicator can be modified within the first 12 months of enrollment.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our Assistant Principal Ada Torres and our ESL licensed teachers Lydia Kurchin and Sandra Larivee collaborate frequently during our registration time period to ensure accuracy of in-take procedures. If a student from within the United States enrolls with an IEP and has been identified as a possible ELL from the HLIS and the interview process, the Language Proficiency Team must determine if the student is eligible to take the NYSITELL. The team is comprised of Mrs. Larivee/ENL teacher, Mrs. McMillian/IEP teacher, Mrs. Torres or Mrs. Sanchez as AP's, Chad Altman as Principal, and the student's parent or guardian, along with our Parent Coordinator Lissette Almodovar when needed to support he parent. During the meeting the LPT will consider the student's English language development which includes the student's use of the language in school and home, the results of assessments administered in the student's home language for the IEP, and information from the CSE determining if the student's disability affects whether the student can attain proficiency in English. The LPT determines if the student should take the NYSITELL. If the team decided the student should not take the NYSITELL, the recommendation is sent to Mr. Altman for review. The principal will accept or reject the recommendation. If he rejects it then the student will take the NYSITELL. If he accepts the LPTs recommendation it is then sent to the superintendent. The determination is made within 10 days. If rejected the school has 5 days to administer the NYSITELL and notify the parent of guardian. All information is placed in the student's cumulative folder.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After a student has completed the NYSITELL and their scores have been determined, entitlement and non-entitlement parent notification letters are sent home. Parents sign and return a receipt acknowledging the letter. Our parent coordinator Lissette Almodovar and our ENL provider Sandra Larivee will ensure that parents are contacted and spoken to in their native language. When the language is spanish a licensed pedagogue at the school level will translate, otherwise the office of Translation and Interpretation Unit will be contacted to support the dialogue. Letters are maintained in our main office in a file cabinet

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The ELL Re-identification Process is new as of 2015-2016. A notice will be sent home to the parents with their student's entitlement and non-entitlement letters notifying them of the re-identification process. In addition parents will be reminded of the process during ELL parent orientation. Parent/guardian can request the re-identification process and it must be completed within 10 school calendar days from request or 20 days from request for a student with an IEP. Our parent coordinator Lissette Almodovar and our ENL provider Sandra Larivee will ensure that parents are contacted and spoken to in their native language. When the language is

spanish a licensed pedagogue at the school level will translate, otherwise the office of Translation and Interpretation Unit will be contacted to support the dialogue.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Every parent of an ELL child is given the opportunity to attend a parent orientation. The orientation takes place within ten days of enrollment. The parents have the opportunity to learn about all ELL program models that their children are entitled to. At the parent orientation, parents will view the DOE ELL parent video and read the DOE ELL program brochures. Parents are given an opportunity to ask questions. After watching the video, parents will be asked to fill out the parent survey and parent selection form. Their children will be placed according to parent choice. If parents are unable to attend an orientation, the ELL 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.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The results of the NYSITELL 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 32 on the NYSITELL indicating eligibility. The letter is sent home within the first ten days of enrollment to P.S. 100. The Entitlement letter informs and invites the parents to an ELL parent orientation. Parent Surveys are completed at the orientation. Phone calls are placed to parents who do not attend the orientation. If parents were unable to attend an individual parent meeting will be scheduled. 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. 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 a record of all parent requests and will track noticeable changes and plan accordingly.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All parents have the opportunity to learn about all ELL program models that their children are entitled to. Our ENL provider Sandra Larivee contacts the parent by phone and also in person at our registration to provide the opportunity to attend parent orientations in the morning, late afternoon or will set up individual meetings. A list is kept in the ELL binder with all the ELL parents that are entitled to a meeting and need to complete the Parent Survey and Program Selection forms. As parents complete the Parent Survey and Program Selection forms their names are checked off. Phone calls and letters will be sent home till the Parent Survey and Program Selection forms have been completed. All attempts to contact a parent will be logged. Information is stored in the filing cabinet located in our main office.

22. Describe how your school ensures that placement parent notification letters are distributed.

Placement is determined during the parent orientation meeting. After parents are fully aware of programs available for their child within NYC, they complete the Program Selection form. Once the Program Selection form has been completed the school will place the student in the appropriate program. At this point the school will send parents a placement letter acknowledging their choice and their child's placement. This notice will be sent home in the family's preferred language. The documentation will be kept on file in the child's cumulative folder.

23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our pupil accounting secretary Linda Piparo and our ELL provider Sandra Larivee will share the ELL documentation with the classroom teacher to ensure it goes into the child's cumulative record and is stored there in the child's classroom. All original ELL documentation will be kept in the student's cumulative record. In addition, PS 100 keeps a copy of all HLIS and parent notification letters ( program placement Letters, entitlement/non-entitlement, continued entitlement letters ) in the main office. An ELL binder is kept with Parent Survey and Program Selection forms along with a copy of the HLIS for entitled ELLs. This is maintained by our ELL provider Sandra Larivee.

24. 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. Members of our testing team include ESL licensed teacher Lydia Kurchin, Faye Mandel, and Sandra Larivee. Other members of our testing team include IEP teacher Sharon Mcmillian and Testing Coordinator Veronica Vargas as well as Assistant Principal Tanis Sanchez. Our parent coordinator Lisette Almodovar and our ENL provider Sandra Larivee will ensure that parents are contacted and spoken to in their native language. When the language is Spanish a licensed pedagogue at the school level will translate, otherwise the office of Translation and Interpretation Unit will be contacted to support the dialogue. 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. Students are tested in the four modalities. Each section is administered on a separate day within the testing dates. If a student is absent they are given the opportunity to make-up the exam on a make-up day. Parents are notified of the testing with a letter in their home language. A parent workshop on the NYSESLAT is given in March.

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
During the first day of school time is spent analyzing the data from the NYSESLAT and determining the levels for each student. Once the levels have been determined, Transitional Support Letters and Continued Entitlement letters will be sent home in the preferred language of the parent. Letters are sent home before September 15 of each school year. Copies are kept on file.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years parent surveys indicate that parents are interested in the ENL model that is in place. A few parents have shown interest in alternative programs. At the present time, our school does not have the required number of students to open a Dual Language or Bilingual program.

Parent Selection Forms

Kindergarten: 5 ENL , 1 Transitional Bilingual Sonike

First Grade: 4 ENL,

Second Grade: 4 ENL,

Third Grade: 4 ENL,

Fourth Grade: 3 ENL, 1 Transitional Bilingual Spanish

Fifth Grade: 7 ENL, 1 Dual Language French, 3 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 ENL model in place for the 2015-2016 school year, which is aligned with parent choice.

## Part V: ELL Programming

### B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- d. Freestanding ENL program.
- a. English Language Learners (ELL), comprising less than 7.% of the school's population. CR Part 154 requirements for English as a New Language are met by a combination of a standalone ENL and an integrated ENL model. Every ELL must receive a specified amount of time depending on the student's proficiency level. ELLs are grouped according to proficiency and grade level. No more than two continuous grades are grouped together. During standalone ENL students are pulled from 8:00am-8:45am for instruction. During this time one of three ENL teachers will work with entering and emerging levels to develop English language skills. Integrated ENL will be provided by an ENL teacher during the ELA block in collaboration with the classroom teacher. Integrated ENL must take place during ELA for entering, emerging, and transitioning ELLs. At the expanding and proficient level integrated ENL can take place through any content area that meets the student's needs. ELLs are clustered together to allow for collaboration of ENL teachers and classroom teachers. All ENL instruction is provided by a certified ENL teacher.

- b. During stand alone sessions the ENL 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 as determined by the NYSESLAT and current grade level. During the integrated ENL model the ENL 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.
- c. TBE program. *If applicable.*
- f. DL program. *If applicable.*

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We are working with our three ESL licensed teachers Lydia Kurchin, Sandra Larivee, and Faye Mandel to attempt to provide the mandated amount of time for each student. The required time constraints are broken down as follows. Entering/Beginner ELLs are entitled to 2 units of study or 360 mins of ENL instruction. These students are given 180 minutes of Stand Alone ENL and 180 minutes of Integrated ENL during ELA, Emerging/Low Intermediate ELLs are entitled to 2 units of study of 360 mins of ENL instruction. Emerging ELLs will receive 180 minutes of Stand Alone ENL and 180 minutes of Integrated ENL during ELA with the flexibility of receiving 90 minutes of ENL instruction during Content Area instruction. Transitioning/ Intermediate ELLs are entitled to 1 unit of study or 180 minutes of ENL instruction. Transitioning ELLs will receive 180 minutes of Integrated ENL during ELA with the flexibility of receiving 90 minutes of ENL instruction during Content Area instruction. Expanding/Advanced ELLs are entitled to 1 unit of study or 180 minutes of ENL instruction. Expanding ELLs will receive 180 minutes of Integrated ENL during ELA or Content Area instruction. Commanding ELLs are entitled to .5 unit of study or 90 minutes per week of Integrate ENL. Commanding ELLs will receive Integrated ENL instruction during ELA or during Content Area instruction. Only certified ENL teachers provided mandated units/minutes of ENL instruction. Principal Altman and Assistant Principals Ada Torres and Tania Sanchez monitor all ELL providers schedules to support the process of meeting mandated minutes for ELL students are achieved.

23. Describe how core content is delivered in each program model. 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. ENL teachers collaborate with classroom teachers to expand on the Common Core Curriculum. ENL teachers maximize opportunities for ELL students to learn core content by providing instructional strategies that support their learning. Material/ information is presented in a variety of ways. Teachers model, use visuals, provide opportunities for collaboration/cooperative learning, have students use manipulatives and participate in hands on activities/experiments. Teachers provide reading material on a variety of different levels and/or chunk text to deliver a closer more in-depth view of a text. Graphic organizers are implemented to highlight and organize key information in a text. During writing teachers model the writing procedure, provide exemplars, and provide writing supports such as sentence frames and sentence starters. Alternative assessments such as projects, posters, and group presentations give ELL students the opportunities to share their knowledge in a variety of different ways. In addition teachers access home language resources to support classroom instruction. Resources are available through the NYC MYLibrary program, technology, P.S. 100 library, and the teacher resource room.

24. How do you ensure that ELLs are appropriately evaluated in their home 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. Math and Science test are available in the students home language during state testing.

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

In the November and March ELLs in grades 3-5 take the ELL Periodic Assessment which allows teachers to analyze skills and provide timely feedback on starndards which students need additional support. In addition, ELLs in grades K-5 are given a baseline, mid-year, and end of the year ELA MOSL provided by NYC. ELL reading levels reading levels are recorded three times a year. A baseline, mid-year, and end of the year reading level is recorded for all students. Kindergarten, First, and Second grade reading levels are attained using Fountas and Pinnell Benchmark Assessments. Third, Fourth, and Fifth grade reading levels are monitored with 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. All data is reviewed and tracked to monitor progress.

26. How do you differentiate instruction for each of the following ELL subgroups?

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

**Students with Interrupted Formal Education:** At this time we do not have SIFE students at P.S. 100. We do have structures in place to identify SIFE students. We identify SIFE students by reviewing their transcripts, family interviews, and completion of the HLIS. We will provide SIFE students with additional support and instruction. ENL 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 an ELL morning enrichment program and after school programs 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 a combination of a standalone ENL and integrated ENL. ENL teachers will work closely with the classroom teacher to support academic content area instruction through focused lessons using instructional strategies to accelerate ELL learning. ELL testing accommodations are provided for state and local testing.

**ELLs receiving service 4 to 6 years:** Students receiving four to six years of ESL instruction will continue to take part in a combination of standalone ENL and Integrated ENL. Students will receive additional instruction and targeted interventions aligned with the Common Core standards. ELL students will participate in Buddy reading to increase fluency. RTI and Standalone ENL will provide select students with additional support through the use of "Leveled Literacy Intervention Program" by Fountas and Pinnell, "Measuring Up" by Peoples Education, "Reading Comprehension Strategies" by Sundance and Foundations/Wilson Reading programs. 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 the ELL morning enrichment program 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 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, ELL morning enrichment program, and after school programs.

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

**Former ELLs:** Students who have exited from ELL status will receive 90 minutes per week of ENL support for an additional two years after passing. Integrated ENL support will be received during ELA or content area instruction. Students will be monitored for continued progress and RTI will be put in place if additional support is needed. ELL testing accommodations will continue for two years after exiting ELL status.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

After 6 to 12 months Mr. Altman will review the Re-identification decision to ensure that the student is making adequate academic and social progress. The principal will review the data and consult with the classroom/homeroom teacher, ELL providers, parent/guardian and the student. If the student is making academic progress the student will continue in their present program. If it is determined that the student is not making sufficient progress additional supports will be put in place through RTI, or the early morning ELL program. If it is determined that the student's achievement is being adversely affected the principal may reverse the determination within the 12 month window. This decision is made in conjunction with the superintendent. If the Re-identification decision is reversed the parent will be notified in writing in their preferred language within 10 school days . Copies of sign-in sheets and parent notification letters will be kept on file.

28. 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. Imagine Learning English Software Program is offered during an ELL morning enrichment program. 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. In addition, ELLs are supported with a strong mix of resources, which include: internet resources, 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 help ELL's to be more successful in the target language.

29. How does your school use curricular, instructional, and scheduling flexibility to enable 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. Teachers meet 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, ENL teachers and the IEP team. Schedules are looked at closely by the IEP team and administration to ensure students participate and receive support during core curriculum in the least restrictive environment.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

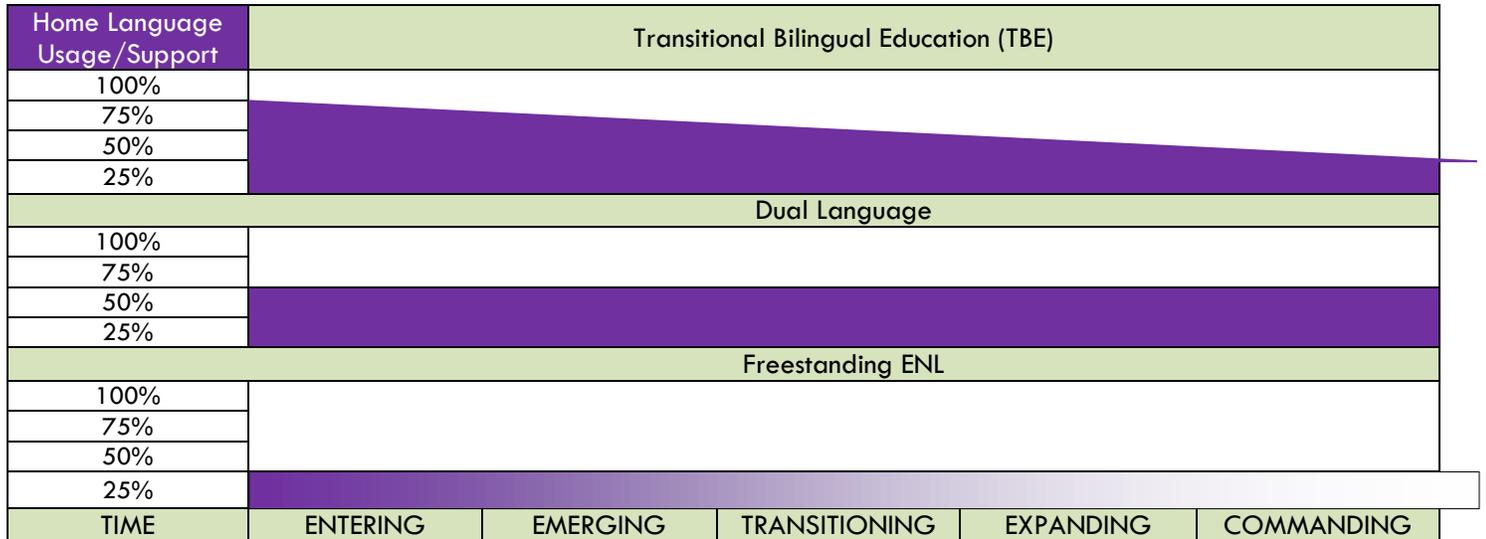


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- The school's RTI team monitors ELL state assessments, baselines, and benchmark assessments, and sends out informal questionnaires to grade level teachers in order to track the growth ELLs. If a student is falling behind, the following supports will be put in place: ENL classroom and teacher support will be added through the use of additional ESL materials and strategies, ELL morning program, after-school programs, and RTI will be implemented according to need. Imagine Learning English is utilized during an ELL morning intervention program from 7 :30am - 8:00am , Monday through Thursday. After school programs will be extended to those students needing additional support. Our Social Studies content area is supported by a full time cluster teacher Ms. Cambrelen who works with the classroom teachers to identify entry points within the scope and sequence for classroom projects that support group opportunities for ELL students. Additionally, our science cluster teachers Ms. Vargas and Ms. Leitner utilize project based learning opportunities with class experiments that motivate our ELL students to experience problem solving in real world context through the use of group based interventions and activities.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Each grade level has one class that has designated an exponent within the grade to support the diverse needs of ELLs in their classroom. For example, our class Kindergarten 012 Ms. Chavez has ells students in her room because she speaks another language and is most capable of supporting the transition of students needing native language support in her classroom. In classrooms that have ells, those teachers are provided with cumulative records for their class that they use to group students and review their prior progress as they work towards differentiation strategies for these students. Teachers of ells are provided with resources by our ENL provider Ms. Larivee to support their targeted assistance of students that are identified as ELLs. In Math we utilize Go Math curriculum which provides students a "show what you know" section for each lesson. Teacher than use this real time data to group students and provide re-teacher and other RTI supports for student including our Ells that needs additional scaffolds. In Social Studies and Science, our full time cluster teachers Ms. Cambrelen, Ms. Vargas, and Ms. Leitner speak with the classroom teachers to identify project based learning opportunities and field trips to support the diverse learning needs of our vulnerable learners. Ells are offered additional supports through the use of conferencing with their classroom teacher. At the kindergarten and first grade level, intervention is provided through the use of Foundations while in 2<sup>nd</sup>-5<sup>th</sup> grade indepdent reading and conferencing takes place. ReadyGen has been implemented in grades K-2 and Expeditionary Learning in grades 3-5. ReadyGen offers supports in order to scaffold information for ELLs and offers opportunities to reinforce material during small group instruction. ReadyGen also provides explicit and systematic phonics and word study. The phonics program will be incorporated for grades K-3. The classroom teacher and the ESL teachers will work together with the Literacy coach to ensure the new curriculum is supporting our English Language Learners. Additional scaffolds and supports will be put in place such as providing pre-identified key words, word banks, glossaries, sentence starters, cloze activities, small group discussions.
32. What new programs or improvements will be considered for the upcoming school year?
- This year we have put in place an early morning intervention program. Students who need additional support will have the opportunity to attend. We will monitor the effectiveness of the program. Our LAP Team has recognized that our most vulnerable learners such as Ells benefit by additional and supplemental instrucional oportunties. In this effort, morning programs will be developed through the use of our Title III funds.
33. What programs/services for ELLs will be discontinued and why?
- none
34. 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 Phipps. Our after-school providers meet with school administration and our parent coordinator to deepen their shared understanding of our ells and how to provide additional supports in a supplental after-school program. This is accomplished through drama/theatre, arts and crafts, music/band, and homework help. Providers within the after-school program include staff members that speak two langauges to support native langugae instruction.
35. What instructional materials, including technology, are used to support ELLs? Include core 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 ENL teachers can use the reports to monitor progress.
- Rigby's, On Our Way to English, is used to reinforce the Common Core curriculum. The program focuses on language, literacy and content area instruction. The units are thematic and include newcomer books, big books, and manipulative charts for guided

instruction in English. The program includes both informal and formal assessments to help guide instruction. Hampton Brown, Into English, is a support which focuses on language and literacy through content area instruction. Along with these programs, ELLs are supported with a strong mix of resources, which include: NOVEL databases, books from NYC My Library to support Units of study, glossaries, dictionaries, Getting Ready for the NYSESLAT, and an ENL 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.

36. How is home language support delivered in each program model (DL, TBE, and ENL)?

ELL students are provided with access to native language supports in a variety of ways. Through the use of cognates, bilingual content-area glossaries, English and native language dictionaries, native language libraries, NOVEL databases with language translation, native language materials ordered through the NYC My Library program, and Imagine Learning English technology program. Students and teachers are encouraged to engage new students in their native language in order to make content more accessible and reinforce the curriculum.

37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The required services and resources are all on grade appropriate level. Scaffolds are used to support and expand grade level instruction. Our ELLs are immersed in classroom learning along their peers and our classroom teachers take part in inter-visitations to maximize their growth with regards to differentiation for all learners through their planning of instruction. Three cycles of inter-visitations will be included as part of our Professional Learning Cycles which strengthens teacher support of ELLs and maximizes the ability of the classroom teacher to extend their planning to reach the needs of our ell students. Our IEP teacher Mrs. Mcmillian provides IEP development training to our SWD teachers to support the targeted instruction relevant to each child's IEP goals. IEP progress updates are provided to parents to ensure a partnership in the instruction of our students.

38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ell's are placed in a class with other ell's in our ell designated classroom. They intake counselor, social worker Ms. Shwed and Parent Coordinator Lissette Almodovar buddies the child up with another student in the class in an effort to identify a child that has the same native language to support the smooth transition into our school.

39. What language electives are offered to ELLs?

none

40. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

## F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Our ENL teachers, Common branch teachers, subject area teachers, and special education teachers will take part in professional cycles of learning developed in coordination with our instructional coach Ms. Chiodi, ENL teacher Ms. Larivee, IEP teacher Mrs. Mcmillian, UFT representative and ENL teacher Faye Mandel alongside Principal Chad Altman, AP Ada Torres, and AP Tania Sanchez. These professional learning cycles began this school year with a focus on strengthening and deepening our understanding of our curriculum, entry points for universal design for learning, scaffolds and interventions for students that require additional supports including and not limited to our english language learners. In this effort, a review of common core standards is completed alongside the curriculum maps that we use for our content area instruction to surface gaps between curriculum and standards thereby providing the first step in curriculuar adjustment planning to support our diverse learners.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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. Our schools middle school point person, Guidance Counselor Carolyn Jakubowski has been formally trained by the previous network offices on middle school articulation including the application process. Ms. Jakubowski will be open to new training opportunities that may be available through the district office. Additionally, her work with our middle schools and her previous training as a middle school guidance counselor at MS 144 makes her a great asset to our parents as they navigate the middle school selection process.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

ELL teachers and guests will have Lunch and Learns. 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 in the areas of MyLibrary and NYC Databases. These additional workshops will help teachers access ELL resources including native language resources.

Teacher teams will conduct a cycle of inquiry on ELLS inorder to strenghten their understanding of student needs and identify strategies and interventions to maximize student progress.

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 during Monday PD meetings, and full PD days. 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 professional development binder. A record of mandated hours of ELL training is kept on file. Office staff will attend workshops on maintaining records of English Language Learners. (HLIS, OTELE, Parents Preferred Language)

## G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the mandated parent orientation meeting and parent-teacher conferences, ELL teachers will meet with parents of ELLs individually a minimum of one time a year to discuss the progress of their child's language development. During the meeting the parent will be informed of assessment results which include the Fall and Spring ELL periodic assessment, ELA baseline and benchmark MOSLs and math baseline and benchmark results. Parents will review their child's program goals and the materials and strategies that are put in place to support their child's language acquisition. These meetings will occur on Tuesday afternoons between 2:20pm and 3:00pm. The classroom/homeroom teacher will attend these meetings to aid in the understanding of their child's progress and needs. An interpreter will be available to assist in the language the parent or guardian best understands. All meetings will include a sign-in sheet which will be kept on file.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents will be invited to attend a minimum of one individual meeting per year to discuss ELL programs and the progress of their child. Invitations for meetings will be extended through translated letters. Phone calls will be placed to encourage parental meetings using over the phone interpretation services or in-house interpreters. All phone calls will be logged in the ELL parent contact binder. Parent letters and sign-in sheets for individual meetings will be placed in the ELL parent contact binder. Our bilingual parent coordinator Lissette Almodovar works closely with our ENL teacher Ms. Larivee to identify the activities to plan for our parents and the way in which we will notify and encourage attendance of our parents. Flyers are developed in multiple languages to encourage parental involvement. Starbucks incentives for students whose parents attend and raffles of school spirit wear are used to motivate parents to visit our school and attend our workshops.

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. P.S. 100 has a School Leadership Team along with an active PTA. Workshops are conducted throughout the school year to ensure parental understanding.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 100 partners with Bronx Lebanon Hospital, which provides classes on child nutrition, and asthma. We have also partnered with Promise Zone, a program designed to support children and families. The program helps parents find the services their family needs to be successful. In addition, Visiting Nurse Services of New York offers classes on test anxiety.

11. How do you evaluate the needs of the parents?

Our parent coordinator Lissette Almodovar is arranging for "Super Tuesday" events with parents to share information about our school and also gather input from parents and guardians about which workshops they would want in our school. As part of this work in strengthening parent involvement, our Parent Coordinator collaborates frequently with our school administration Mr. Altman, Ms. Sanchez, and Ms. Torres as well as our Promise Zone Team including counselors and mental health professionals to provide additional relevant workshops for our families. These include but are not limited to nutrition training, assessment anxiety workshops, and common core learning strategies for parents to help their child succeed.

Interpreters are available during parent-teacher conferences. Our bilingual parent coordinator Ms. Almodovar translates flyers and other information for our families in Spanish. The ELL 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.

12. How do your parental involvement activities address the needs of the parents?

Our PTA President Regina Sanchez works closely with administration as well as our parent coordinator to identify the activities and workshops that would benefit our community. Many of these activities are designed to bring together children and their parent in a fun and learning environment. These activities include but are not limited to: carnival, movie nights, mother/son game nights, father/daughter dances, grandparent appreciation dinners, and a variety of workshops including fire safety, nutrition, testing anxiety, domestic violence awareness, and a host of other topics.

## H. Additional Information

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

Paste response here

:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Chad Altman	Principal		10/2/15
Ada Torres	Assistant Principal		10/2/15
Lisette Almodovar	Parent Coordinator		10/2/15
Sandra Larivee	ENL/Bilingual Teacher		10/2/15
Regina Sanchez	Parent		10/2/15
Stacy Leitner	Teacher/Subject Area		10/2/15
Veronica Vargas	Teacher/Subject Area		10/2/15
Danielle Chiodi	Coach		10/2/15
N/A	Coach		1/1/01
Carolyn Jakubowski	School Counselor		10/2/15
Dr. Karen Ames	Superintendent		10/2/15
Sandra Litrico	Borough Field Support Center Staff Member _____		10/2/15
Sharon Mcmillian	Other <u>I EP Teacher</u>		10/2/15
N/A	Other _____		1/1/01
N/A	Other _____		1/1/01