



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

PS 100 Q GLEN MORRIS ELEMENTARY SCHOOL

27Q100

PRINCIPAL: **LAUREEN FROMBERG**

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SUPERINTENDENT: **MICHELLE LLOYD-BEY**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|---------------------|---|------------------|
| Laureen Fromberg | <i>*Principal</i> | |
| Deborah Fiallo | <i>*UFT Chapter Leader</i> | |
| Lillianna Villacres | <i>*PA/PTA President</i> | |
| Marcella Scire | <i>Member/Teacher*SLT Chairperson</i> | |
| Fran Seibert | <i>DC 37 Representative</i> | |
| Miriam Denu-Perkins | <i>Member/Teacher</i> | |
| Elizabeth Paradise | <i>Member/Teacher</i> | |
| Sharon Graham | <i>Member/Teacher</i> | |
| Mary Muckian | <i>Member/Para-Professional</i> | |
| Anita Beharry | <i>Member/Parent</i> | |
| Michael Torres | <i>Member/Parent</i> | |
| Karen Rochard | <i>Member/Parent</i> | |
| Sherry Charan | <i>Member/Parent</i> | |
| Charmaine Mohammed | <i>Member/Parent</i> | |
| Rhonda Chaitram | <i>Member/Parent</i> | |
| Annalisa Gokool | <i>Member/Parent</i> | |

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **All students in grades K-5 will engage in two literacy and two math tasks aligned to strategically selected Common Core Learning Standards integrating Social Studies and Science content area instruction. Eighty percent of students in K-5 will improve in their use of evidence in writing opinions and/or informational responses. Eighty percent of students in K-5 will demonstrate ability to model and/or construct viable arguments on two rigorous mathematics performance tasks.**

Comprehensive needs assessment

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

- **This goal was generated as a direct result of our students not meeting their annual yearly progress in literacy and math, according to NYS Standardized Test scores and ECLAS results. In addition, the results of the NYC Acuity Baseline and Benchmark assessments in both literacy and math indicate a need to increase students' application of skills.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - **strategies/activities that encompass the needs of identified student subgroups,**
 - **key personnel and other resources used to implement these strategies/activities,**
 - **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - **timeline for implementation.**
- **Classroom teachers meet weekly in teams to develop rubrics, lesson plans, and assess student work.**
- **Content area teachers, specifically science and social studies, will meet with K-5 teacher teams to integrate science and social studies subject matter into the literacy and math CCLS instruction in our units of study.**
- **In literacy, teachers will implement two Common Core aligned units of study that culminate with performance tasks; wherein students use supportive evidence to write opinions and/or informational responses.**
- **In math, teachers will implement two Common Core math units that culminate with performance tasks; wherein students construct viable arguments and/or models to apply mathematical concepts.**

Strategies to increase parental involvement

- **Monthly goal sheets are sent home in both literacy and math to inform parents of children's strengths and weaknesses and suggest activities to further their progress.**
- **Parents attend periodic workshops with both literacy and math coaches to keep them informed of current academic strategies that relate to CCLS.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III _____ Grants Other

If other is selected describe here:

As a Title I School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title I funds, Title III, Title IIA and Human Resources to implement this action plan from September 2012 to June 2013.

Service and program coordination

- **School wide “Flex” period and extended day, wherein students are taught in small groups that differentiate instruction.**
- **Weekly teacher team meetings with coaches for task preparation, implementation and assessments.**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **Improve teacher effectiveness by providing frequent cycles of formative classroom observations followed by feedback within 2-3 days of classroom visitations.**
- **Principal and Assistant Principal will visit each teacher's classroom at least three times over the course of the year and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school selected competencies from the Charlotte Danielson framework: 1e- Designing coherent instruction, 3b-Questioning and discussion techniques, and 3d-Using assessment in instruction in order to ensure the implementation of high level instruction aligned to CCLS.**

Comprehensive needs assessment

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

- **This goal is mandated from New York City Department of Education, to be aligned with the 2012-2013 citywide instructional expectations that provide students with college or career readiness. Our observations will focus on the implementation of rigorous Common Core aligned lessons.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - **strategies/activities that encompass the needs of identified student subgroups,**
 - **key personnel and other resources used to implement these strategies/activities,**
 - **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - **timeline for implementation.**
- **School leaders will follow a schedule for teacher observations using a research based rubric.**
- **Following observations, teachers will self assess on selected components on the Danielson rubric.**
- **Teachers meet with administrator to formulate next steps to improve instruction.**
- **Instructional lead teachers, in conjunction with administration, will develop a professional development plan designed to support teachers' understanding of selected components of Danielson framework.**
- **Instructional team lead teachers will attend NYCDOE professional development sessions and turnkey instructional strategies to the staff.**
- **Administration and Instructional lead teachers will meet on a regular basis to develop a more professional and collaborative teaching climate that fosters the exchange of new ideas.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable:
- **Parents will be invited to attend a series of 3 workshops in ELA and Math to explain new testing guidelines.**
- **Parents will be invited to attend an Open House regarding our Saturday Program.**
- **Develop common language between teacher, student and parent.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

As a Title I School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title I funds, Title III, Title IIA and Human Resources to implement this action plan from September 2012 to June 2013.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Entire teaching staff, working in conjunction with school administrators will ensure the effectiveness of this goal.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Implement a positive behavior framework designed to heighten teacher awareness in order to effectively provide behavior supports to improve students' social and emotional abilities. As a direct result of implementing a developmentally appropriate behavior initiative, the number of infractions occurring during the 2012-2013 school year will decrease by 5% from the 2011-2012 school year. This data will be extrapolated from our School Wide Information System (SWIS).

Comprehensive needs assessment

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

- **This goal was created as a direct result of high level of guidance incidents recorded into the OORS system during the 2011-2012 school year. We wanted to be proactive as a preventative measure, utilizing a behavior modification program and the guidance support available. Since this is a school priority, all students will engage in a school wide developmentally appropriate behavior initiative focusing on improving students' social and emotional abilities and increasing the communication between the school and parent community.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- a. **Second Step, an in-depth teaching program that addresses skills for social and academic success, was purchased to guide teachers. Second Step will direct teachers and students on how to create a safe and respectful school climate, as well as strengthen students' problem solving abilities and emotional management. Along with teacher volunteers, we established a Reflection Room during all three lunch hours where students can evaluate the choices they made and write reflections on what they can do differently next time. The program was named C.A.R.E: Children Are Respectful & Responsible Everyday. A School Wide Information System (S.W.I.S.) program was purchased to aid the Guidance Counselor in monitoring student behavior by location, individual students, time of day, type of behavior & with which staff member the behavior occurs. With teacher volunteers, Reflection Room is open during all three lunch hours on certain days, where can evaluate the choices they made and write reflections on what they can do differently in the future.**
- b. **Guidance Counselor and Assistant Principal and a special education teacher on the Positive Behavior Intervention Supports (PBIS) In September 2012, all staff participated in a professional development to reacquaint them with the Second Step Program. Introductory assemblies were held on each grade during the opening week of school. Parent letters describing the initiative were drafted along with a parent-student behavior contract. Documents were created to keep parents informed of children's behavior. A school wide instructional "C.A.R.E." period on Mondays at 8:15 a.m. was scheduled, where the elements of the program will be taught with lessons using technology as a resource. The creation and implementation of C.A.R.E. bucks will be used as rewards for positive behavior. The behavior committee will meet monthly to discuss S.W.I.S. forms, to track student offenses, frequency, and repeat offenses in order to effectively analyze what is working and what is not working. For students with high incidents of SWIS forms, those who do not respond positively to this program, a Functional Behavior Assessment Team has been developed to write individual Behavior Intervention Plans (B.I.P.). Members of the committee will be trained by the guidance counselor during monthly meetings on effective strategies to implement PBIS throughout the school. A new cluster position was created to work with students on building understanding and social awareness to reduce conflicts.**

- c. Behavior Committee met in the summer 2012 to evaluate the success and challenges of the program. The entire staff at PS 100 is involved in the implementation of CARE program. The Behavior committee was selected and represents a cross section of our school community inclusive of administration, faculty, school aides and parent representative. Each member is to act as liaison to each group of the school community. Class rewards for good teamwork include lunchtime spent in the Student Lounge, playing games and socializing. The Behavior committee met to review the school wide child friendly behavior rubric aligned to the NYC Discipline Code that measures the level and frequency of offenses and correlating consequences. A monthly positive behavior reinforcement plan for the 2012 - 2013 school year was developed focusing on incentives, rewards and activities. A teacher survey will provide teacher feedback regarding the C.A.R.E. program. Results from teacher surveys will be analyzed to show evidence of program's impact and effectiveness.
- d. From December 2012 to June 2013, there will be monthly assembly programs on each grade level to commend the students who have made the right choices. The measurable objective will be evidenced by the number of incidents in the 2012-2013 OORS reporting system. Incidents will decrease in 2012 -2013 by 25% from the 2011-2012 school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - School will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their children's progress.
 - We will host an educational family event during the school year.
 - Maintain a Parent Coordinator to serve as a liaison between the school and families, providing parent workshops based on assessed needs of the parents of children who attend our school. She will work to ensure that our school environment is welcoming and inviting to all parents.
 - Parents are active participants on the C.A.R.E. committee, to ensure their input and to give them a vested interest in the program's success.

Budget and resources alignment

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

If other is selected describe here:

As a Title I School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title I funds, Title III, Title IIA and Human Resources to implement this action plan from September 2012 to June 2013.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Second Step and school based C.A.R.E. program achieve this goal.**
- Professional instructional materials for use during behavior period and implementation of the computer SWIS program.
 - Teacher training rate for after school professional development (one day a month).
 - Supervisor per session.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To establish high consistent quality math instruction in grades 3, 4 & 5 based on classroom observations, walk throughs, assessments and project based learning activities. Students in grades 3, 4 & 5 will show an average increase of 10% on the Spring 2013 Benchmark assessment when compared to the Fall 2012 Baseline/Benchmark assessment.

Comprehensive needs assessment

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

This goal was created as a direct response of our decrease in student annual yearly progress scores on the NYS Mathematics Assessment of April 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) **Results from these assessments will be used to group students for our RTI program. Increase the amount of instructional time for math to three 90-minute blocks and two 45-minute blocks per week for all classes. 37 ½ minute extended day program will be devoted to providing students with small group support in math. Increase use of technology and hands-on activities to address individual student needs. Formal observations of math instruction focused on the use of differentiation strategies to support student needs.**
 - b) **Administration, math coach and instructional lead teachers will review unit test data and conference notes to effectively work with teachers to formulate next steps. Gateway teachers will participate in Science Technology and Math (STEM) Program to provide project based learning activities. Our Academic Intervention Team (SETSS, At Risk Service Providers, ELL Teachers) will provide small group instruction for their target population through either push-in/pull-out services In order to meet the diverse needs of students.**
 - c) **School Baseline Assessment implemented in September 2012. Periodic Assessment Baseline Assessment implemented in October 2012. Results from these assessments will be used to group students for our RTI program. Common planning period on each grade will focus on amending math curriculum maps and pacing calendars and aligning teacher made assessments across the grade. Network math training focused on rigorous CCLS in mathematics. More frequent formative and summative assessments in order to provide focused, in-depth instructional targets. Teachers doing inter-visitations to observe best practices in order to increase differentiation of instruction in math. Professional development provided during the school day and before/after or Saturdays.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Ongoing Math Parent Workshops in coordination with the parent coordinator and math coach.**
- **Parent Open House regarding the Saturday Program.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

As a Title I School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title I funds, Title III, Title IIA and Human Resources to implement this action plan from September 2012 to June 2013.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **School based Academic Intervention Service Program, Math Coach and English as a Second Language are used to achieve this goal.**

ACADEMIC INTERVENTION SERVICES (AIS)

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

| Type of Academic Intervention Services (AIS) | Description | | |
|--|---|--|--|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | Reading Street, Month by Month Phonics, Wilson, Awards Reading Program, CARS NY Ready Instruction (Curriculum Associates) | Small group/Flex grouping | 30 minutes in the morning Tuesday through Friday |
| Mathematics | enVision math Math Diagnostic Intervention System Focus Math Intensive Intervention NY Ready (Curriculum Associates) | Small group | Extended Day 30 minutes in the afternoon Monday through Thursday |
| Science | Informational text during guided reading | Small group | Time frame depends on classroom subject matter |
| Social Studies | Informational text during guided reading | Small group | Time frame depends on classroom subject matter |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | PBIS Program provides goal setting, talk therapy, games, group activities and character education | Small group Individual Whole class lessons | Services provided in 6 week increments Struggling classes when needed for specific difficulties |

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.**
- **The secretary will work closely with the CF network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support new teachers.**
- **Math & Literacy coaches will help to guide and instruct new teachers in programs used in the school**
- **New Speech and Occupational Therapist are assigned mentors in their field**
- **Teachers are partnered together to attend workshops and turnkey information at teacher team meetings**
- **Model classrooms have been set up for inter-visitations within the school**
- **Networking within CFN (excessed staff: ATRs)**
- **School Handbooks containing all relevant school information and policies and procedures are distributed yearly**

PARENT INVOLVEMENT POLICY (PIP)

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

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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 bilingual interpreters at meetings and/or school events

PS 100 Q SCHOOL-PARENT COMPACT 2012-2013

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader Debra Maldonado /Joseph Blaize | District 27 | Borough Queens | School Number 100 |
| School Name Glen Morris Elementary School | | | |

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

| | |
|---|---|
| Principal Laureen Fromberg | Assistant Principal Ivana Reimer |
| Coach Sue Abrams Literacy | Coach Deborah Fiallo Math |
| ESL Teacher Kelly Reis | Guidance Counselor Heather Sweet |
| Teacher/Subject Area Melissa Krutys, Sp Ed | Parent Lilliann Villacres |
| Teacher/Subject Area Lise Zeloof, Science | Parent Coordinator Evelyn Orsini |
| Related Service Provider Lisa Mulqueen | Other |
| Network Leader Joseph Blaize | Other |

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 2 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 1 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 957 | Total Number of ELLs | 87 | ELLs as share of total student population (%) | 0.00% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon registration, the parent/guardian is interviewed by a pedagogue as well as a translator and the HLIS is reviewed and completed in their Home Language. The HLIS is then reviewed by an ESL teacher, who then determines if the student is eligible for the LAB-R; if a language other than English is indicated at least once in Part 1 and at least twice in Part 2, the LAB-R is administered within 10 days. The pedagogues responsible for conducting the initial screening, administering the HLIS, the LAB-R as well as any initial formal assessments are the ESL teachers, the Literacy Coach, the Math Coach and the Data Specialist. As required by New York State, all ELLs take the NYSESLAT administered by the ESL teachers; speaking is given individually and the other modalities are administered in groups. The scores are then used to determine grouping for the following school year.
2. The structures in place to make parents aware of their program choices are the on-going ESL parent orientations held several times each year following the enrollment of new ELLs. At these meetings, parents watch the EPIC Parent Orientation video in their Home Language and work with a translator to complete the PSPSF. Parents are also made aware of which schools offer these particular programs. Parents are encouraged to consider bilingual programs in our school if there are 15 or more students within two consecutive grade spans that speak the same language.
3. The ESL teachers ensure that the appropriate entitlement letters are distributed both in English and the students' Home Language. The letters are sealed in an envelope and placed in the students take home folders or handed directly to the parents. Upon qualifying for English support services using the LAB-R, the ESL teachers send home Appendix C-Parent Entitlement letter, along with the PSPSF notifying and inviting them to the ESL parent orientation meeting at school. Along with the help of interpreters, parents are provided with the assistance they need in completing the PSPSF. If parents do not, or are unable to attend, several attempts are made via additional letters and phone calls by the parent coordinator. Two copies of the PSPSF are retained. One is kept in the students cumulative file and the other is stored in the students' ESL compliance folder. One copy of all other compliance letters are kept in the individual student's ESL compliance folders.
4. PS 100 offers Freestanding ESL. Students are grouped by grade and by LAB-R proficiency level. The programs available at PS 100Q are based on the parents' choices. Parents are made aware of the the ELL identification and grouping process at the ELL parent orientation meeting. All documents are available in most languages. Interpreters are provided for assistance.
5. The trend reflected by the PSPSF indicates that parents consistently favor the ESL program. Approximately 90% of the parents who attend the ELL Parent Orientation choose the ESL program for their child. Less than 10% choose Transitional or Dual Language.

6. The programs offered at PS 100Q are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 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 | | | | |
|-----------------------------|--|--|--|-------------------------------|
| All ELLs | | Newcomers (ELLs receiving service 0-3 years) | | Special Education |
| SIFE | | ELLs receiving service 4-6 years | | Long-Term (completed 6 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 special education. [?](#)

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
| TBE | | | | | | | | | | 0 |

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 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 | |
| | EL | EP | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV: ELL Programming

1a. The organizational model used at PS 100Q is push-in and pull-out.

1b. The program models are block, ungraded, heterogenous and homogenous based of proficiency level.

2. The staff, administration and compliance specialist work together to ensure that the mandated number of instructional minutes are provided. PS 100Q assures the students receive the mandated number of instructional minutes by adhering to a schedule that is reviewed by an administrator and compliance specialist. Explicit ESL instruction is delivered in each program model according to CR- Part 154 regulations; 360 minutes (8 periods/week) for Beginners and Intermediate ELLs, 180 minutes (4 periods/week) for Advanced ELLs. Beginner 5. ELLs fully participate in Mathematics and other content area programs. Teachers working with ELLs differentiate instruction to meet their needs and use a Literacy program that has an ELL component built in. Supplemental programs for ELLs include extended day, Saturday Academy, Wilson and AIS when available.

6. ELLs who reach proficiency on the NYSESLAT receive AIS services, when available, for the following 2 years as well as testing modifications.

7. A program that will be considered for the upcoming year is Imagine Learning English for our ELL SWDs, contingent upon funding.

Courses Taught in Languages Other than English ⓘ

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

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

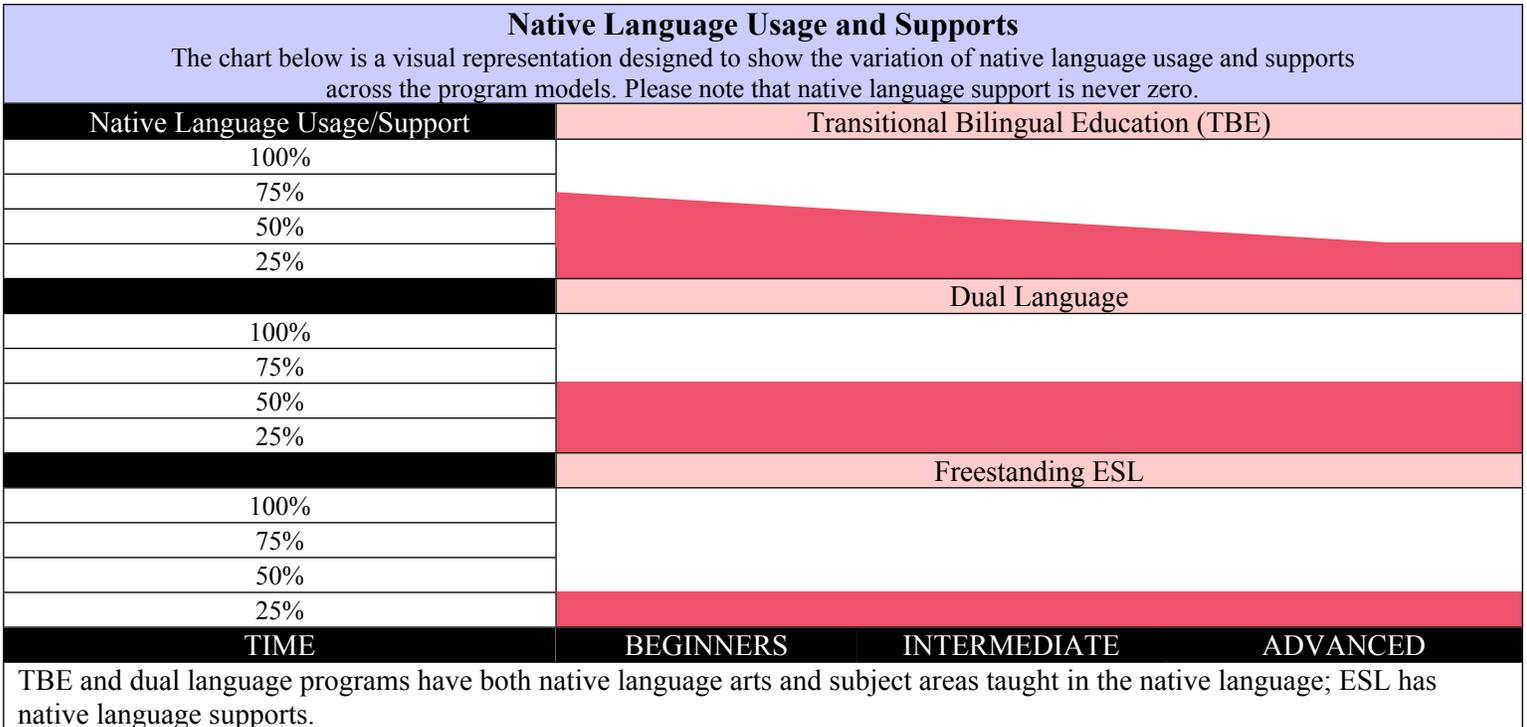
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: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

| | |
|--|--|
| | |
| | |
| | |
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| | |
| | |
| | |
| | |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. At this time, Scott Foresman Sunshine Edition is being discontinued because it is out-dated and does not meet the academic needs of our students.

9. ELLs are afforded access to the same programs as monolingual students. Title III is used to form Saturday classes and purchase supplemental materials for ELLs.

10. Instructional materials include Santillana Spotlight On English, leveled texts, graphic organizers and big books for shared reading. ELLs understanding of academic content is supported through the use of audio, visuals and realia. Smartboards are also utilized to make learning interactive.

11. Native Language support is used through the use of bilingual dictionaries and state tests available in their home language. If the test is not available in their language, a translator is provided.

12. Service support and resources are age and grade appropriate.

13. Administration holds orientation meetings for parents of all students prior to the start of each school year. Interpreters are present and parents are able to ask questions and tour the school.

14. There are no language electives offered.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

| |
|---|
| <ol style="list-style-type: none"> 1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. |
| <p>1. Professional development for all teachers of ELLs (including clusters and classroom teachers) will be given throughout the school year. Since there is a high enrollment of newcomers in the upper grades, professional development will focus on how to differentiate content areas to meet the needs of the newcomer. In order to accomplish the aforementioned, teachers will learn the stages of language acquisition. Additionally, teachers will become familiar with the Bloom’s Taxonomy of verbs that correspond to the stages of language acquisition, in order to set objectives and differentiate within the lesson plan. BETAC will be invited to come to our school to run professional development workshops based on the needs described above. Other on-going professional development for ESL teachers will attend workshops implemented by BETAC.</p> <p>2. PS 100Q staff meets and discusses student placement with middle school staff every spring. Also, middle school staff speaks to the students about the academic requirements, dress and behavior codes, clubs, art and music programs.</p> <p>3. We are currently in correspondence with BETAC to arrange for all teachers of ELLs to receive the minimum of 7.5 hours of ELL training as per Jose P.</p> |

| E. Parental Involvement | |
|---|---|
| <ol style="list-style-type: none"> 1. Describe parent involvement in your school, including parents of ELLs. 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 3. How do you evaluate the needs of the parents? 4. How do your parental involvement activities address the needs of the parents? | <ol style="list-style-type: none"> 1. Parent involvement has increased this year. Many parents have volunteered to act as classroom helpers or participate in various fundraisers like “Family Fun Day” and “Dwali Celebration” and other school activities to help their school community. 2. Surveys are sent home in order to evaluate the needs of parents. 3. The data from the surveys as stated above are used the following year to make necessary changes to meet their needs. 4. The parental involvement activities help create a sense of community, share their cultures and a safe place to interact with school staff. |

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| G | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Early literacy skills of ELLs are assessed using ECLAS-2, regular sight word assessments and Reading Street assessments. The data shows that in the early grades (K-2), ELLs consistently struggle with rhyming, blending and segmenting, listening comprehension, as well as decoding and spelling. This information is used to drive instruction as well as determine which literacy programs are appropriate.

2. The pattern shows that, as a student moves up in grade level, so does their proficiency level.

3. Instruction, grouping and materials will be determined by the need for support in the particular modality.

4. The data patterns across proficiencies and grades reveal that students' strengths are in listening and speaking and that they need improvement in reading and writing. Based on these patterns, teachers need to focus more on building ELLs' proficiency levels in reading and writing. Teachers will model the use of academic language, use visual support, model writing techniques and immerse students in various genres of literature. Teachers will also group the students according to level of language proficiency and reading level as well as differentiate instruction to meet the needs of all ELLs. Since all testing is done in English, it is not possible to compare the results to testing in the native language. PS 100Q has chosen to opt-out of the ELL Periodic Assessment.

5. P. S. 100 Q does not have a dual language program.

6. We are able to evaluate the success of our programs for ELLs by monitoring their progress on city and statewide tests, as well as student portfolios and classroom work and assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| | | | |
|---|-----------|--------------------------|-----------------|
| School Name: _____ | | School DBN: _____ | |
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |

School Name: _____ **School DBN:** _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL 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 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q100 **School Name:** Glen Morris Elementary School

Cluster: 95TL05 **Network:** 94N531

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

Part A: Needs Assessment Findings

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

Parents fill out a language report at the beginning of the school year and they advise the school of the primary language used at home. Then these reports are used to determine how progress reports, meetings notices, official school memos, and informational flyers need to be translated in order for the parent community to be well informed in their home language.

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

Primary language usage findings are determined by the language report. These findings have determined that approximately 8% of the student population requires translation services. During parent workshops the Parent Coordinator translates all information to the parent community.

Part B: Strategies and Activities

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

Written translation services are provided in-house by school staff. All written communications including progress reports, meeting notices, brochures and flyers to parents are sent home in English and translated versions where applicable. All Notices sent home are reviewed by the Principal and other school staff for translations.

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

Oral interpretation services are provided in-house by supporting school staff. Several translator parent volunteers also provide oral interpretations services for parents during workshops and teacher conferences. Our Parent Coordinator will support efforts to involve parents in the school and community. Interpreters will facilitate communication with parents in native language where applicable.

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

All important information regarding school and student issues are addressed by the translation specialists. They are available to attend parent meetings, workshops and conferences on an as needed basis.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|-------------------------------|
| Name of School: Glen Morris | DBN: 27Q100 |
| Cluster Leader: | Network Leader: Joseph Blaize |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

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

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: P.S. 100Q is an elementary school in District 27. The total school population is 966. The total number of English Language Learners (ELLs) is 65. The results of the 2012 NYSESLAT indicate that of those students tested, 8 students are at the beginning level of English proficiency, 25 students are at the intermediate level of English proficiency and 26 students are at the advanced level of English proficiency. The results of the NYS ELA exam further demonstrate a need to improve student performance to meet standards, particularly in reading comprehension and multiple choice questions. The results of the NYS Math test indicate a need for translators for students of Spanish and Arabic origin. The major languages spoken by our ELLs are Spanish and Punjabi. The NYS math scores decreased with this population due to many multi-step word problems. Our supplemental program will facilitate additional instructional time for our ELLs through a Saturday program which will focus on increasing linguistic and academic performance affording the students additional opportunities to practice skills in English. The program will consist of 9 Saturdays, each session will be 4 hours, and will run from February 9, 2013 to April 20, 2013. There will be a total of 12 classes, each instructed by a common branch teacher. Of the 12 classes, 3 of the classes will contain ELLs. Every Saturday, a certified ESL teacher will provide push-in service for the 3 classes in order to support our ELL students' language acquisition skills and strategies.

Elements of the supplemental program will include both balanced literacy and hands-on interactive math. Balanced literacy for ELLs is the process of allocating a balanced amount of instructional time for reading and writing designed to address both oral language and literacy development, through the skill areas of listening, speaking, reading, writing, viewing and presenting. Instruction will develop phonemic awareness and vocabulary to meet the students' needs. Students will receive small group and one-on-one instruction. Activities will include read alouds, shared reading, reading comprehension, creative writing and story telling.

Students will use the English language in both the understanding of mathematical problems and the discussion of solutions. Through linking the reading and math elements of the program, students will make connections that are a bridge to the real world. Students will use manipulatives to progress from concrete to abstract concepts. Activities will center on collecting, tabulating, representing, and interpreting data. Through the use of graphs, charts and other visual stimuli, mathematical concepts will be explored. Language development will be enhanced through the use of word problems and spoken discussion of solutions.

Throughout the literacy and math instruction, skills and strategies taught will prove beneficial to the students when they take the NYS ELA and Math exams. Teachers will assess student progress through: teacher generated pre-and post-tests, observations, individual conferencing, work portfolios, oral and

Part B: Direct Instruction Supplemental Program Information

written communication. Teachers will maintain an ongoing log of student progress, inclusive of item skill analysis and a checklist of acquired skills. These tests and checklists will define 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: The funding will allow the school to implement and sustain language instruction for LEP students during and beyond the school day. There is a need to improve teacher practice to support increased student performance. Teachers of ELL students will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of student needs and strengths and will be provided with professional development by the network. PD is being provided on November 1, 2012, December 20, 2012, February 14, 2013 and March 14, 2013. Topics of the PD include scaffolding reading instruction through the use of explicit vocabulary, scaffolding reading strategies during ESL instruction and differentiating instruction to address needs of the ELLs. ESL teachers will support the school staff to gear their teaching to the specific needs of the ELLs in their classes.

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:

We will provide two 1 1/2 hour workshops for the parents of our ELL students. These workshops will acquaint parents of students in grades 3,4,5 with the academic requirements for their children in literacy and math. Parents will become familiar with the program's organization procedures with regard to how the teachers provide small group and individualized instruction. Workshops will include information on the promotional criteria for ELL students. This is not being charged to Title III.

Part D: Parental Engagement Activities

Parents will be instructed on how to provide help for their children at home and how to communicate with the teacher. Instructional strategies, homework assistance and preferred environmental conditions will be discussed. We will also conduct a 1 1/2 hour Open House on 1 Saturday, for parents to view the program in action and to participate in an activity with their child. A follow up question and answer period will occur as well.

All written communication, including progress reports, meeting notices, brochures and flyers to parents are sent home in English and translated versions, where applicable. Our Parent Coordinator will support efforts to involve parents in the school and community. Interpreters will facilitate communication with parents in their native language, where applicable.

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

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. |
|-----------------|-----------------|---|
| Other | | |
| TOTAL | | |