Department of Education

*Dennis M. Walcott, Chancellor*

# 2013-2014

# COMPREHENSIVE EDUCATIONAL PLAN

# (CEP)

**School Name:** PS 100 Q GLEN MORRIS ELEMENTARY SCHOOL

**DBN (*i.e. 01M001*):** 27Q100

**Principal:** LAUREEN FROMBERG

**Principal Email:** LFROMBE@SCHOOLS.NYC.GOV

**Superintendent:** MICHELLE LLOYD-BEY

**Network Leader:** JOSEPH BLAISE

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| Laureen Fromberg | *Principal or Designee | |
| Deborah Fiallo | *UFT Chapter Leader or Designee | |
| Bibi Matadin | *PA/PTA President or Designated Co-President | |
| Kathleen Warren | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| | Member/ | |
| Miriam Denu-Perkins | Member/ Teacher | |
| Allison Hayes | Member/ Teacher | |
| Marcella Scire | Member/ Teacher | |
| Elizabeth Reuther | Member/ Teacher | |
| Mary Muckian | Member/ Para-professional | |
| Karen Rochard | Member/ parent | |
| Sherry Charan | Member/ parent | |
| Michelle Kovaluskie | Member/ parent | |
| Greg Litzkow | Member/ parent | |
| Solmari Ortiz-Torres | Member/ parent | |
| Mohanie Ramkaran | Member/ parent | |
| Nimmi Ramsundar | Member/ parent | |
| | Member/ | |

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

# Comprehensive Education Plan (CEP) Requirements

## Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## School Receiving Title I Funds

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

# CEP Checklist

***All Schools***

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

# Goal and Action Plan #1

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

***Annual Goal #1***

| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
|---|
| By June 2014, establish high consistent quality math and literacy instruction aligned to CCLS based on classroom observations, walkthroughs, assessments, and project-based learning activities. Students in grades 3, 4 and 5 will show an average increase of 5% on the Spring 2014 Go Math & ELAP ELA Benchmark assessment when compared to the Fall 2013 baseline 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. |
|---|
| Our 2012-2013 NYC Progress Report indicates that our students in grades 4 & 5 have made some significant progress in math as a result of our emphasis on improving math instruction during that year. However, the ELA has not reflected the same progress. We are therefore focusing on the continued implementation of the Common Core instructional shifts in ELA & Math |

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **A. Strategies/activities that encompass the needs of identified subgroups** |
| 1. Classroom teachers meet weekly in teacher teams to assess student work and develop strategies using the Go Math program as a resource to meet student needs. PS 100 has expanded our focus to include grades 2 & 3 implementing the use of Singapore Math strategies to improve problem solving as the students transition from one grade to another. . Through the structure of Teacher Teams, teachers use an adaptation of Rounds Protocol to examine student work to deepen professional discussions around curricula; student's needs, and improving teacher practice.<br><br>2. We realized the need for increased rigor, structure and interest in the ELA curriculum. Ready Gen was chosen because it is a Core Curriculum program, supports the six shifts in ELA, and is engaging to students. It has enabled teachers to meet various needs of our students by incorporating quality support s at multiple entry points for all learners. Through this joint collaboration we are able to keep our school vision focused and on target.<br><br>3. Our K-5 vertical teams in Math, Literacy, and Data serve as liaisons for their respective grades. Through this joint collaboration we are able to keep our school vision focused and on target. |
| **B. Key personnel and other resources used to implement each strategy/activity** |
| 1. All classroom teachers meet in grade teams.<br>2. Literacy Coach supports classroom teachers.<br>3. One teacher from grade is represented at the weekly meetings. |
| **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. During teacher teams, teachers set pacing goals. Grade Level log binders keep track of items and findings discussed and responded to by Administration.<br>2. Unit curriculum maps for each month are being reviewed and implemented.<br>3. Each week members of vertical team presents expectations to the grade teams. Vertical Team log binders are kept to recorded information discussed and administration responds weekly. |
| **D. Timeline for implementation and completion including start and end dates** |
| 1. Every Thursday during extended day from September 2013- June 2014<br>2. Each month new literacy units are implemented.<br>3. Vertical teams meet once a week, in the school day, during scheduled professional period times |
| **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| 1. 2013- 2014 SBO allowed for 50 minutes once a week.<br>2. 2013-2014 SBO allowed for 6 half days so that teachers can plan together 90 minute blocks for ELA and math<br>3. Meeting times are based upon teachers professional periods and professional development days. |

***Strategies to Increase Parental Involvement***

| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
|---|
| The parent community is informed of instructional gaps thorough our monthly goal sheet, newsletters and parent workshops on the use of Parent link and Math and Literacy at-home strategies. |

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **X** | **Tax Levy** | **X** | **Title IA** | **X** | **Title IIA** | **X** | **Title III** | **X** | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| As a Title 1 School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title 1 funds. Title III, Title IIA, and Human Resources to implement this action plan from September 2013 to June 2014 | | | | | | | | | | | |

## Goal and Action Plan #2

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

***Annual Goal #2***

| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
|---|
| By June 2014, 100% of teachers will possess a normed understanding of the components and rubrics from Danielson's Framework for Effective Teaching included in the new teacher evaluation system focusing on lesson design, assessment, and questioning to improve pedagogical delivery that will increase achievement for all students regardless of subgroup identification. |

***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. |
|---|
| During the 2012-2013 school years, supervisors observed teachers using three components from the Danielson's Framework and noted that teacher's needed to better prepare high level questions to promote student engagement and classroom discussion. This year in order to focus on improving instruction the Danielson rubric is being used in the new teacher evaluation system. |

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **A. Strategies/activities that encompass the needs of identified subgroups** |
| 1. Continue to build upon teacher effectiveness by providing professional development on Danielson's Framework and working with teachers to challenge students and promote college and career readiness by imparting opportunities for students to build independence , take ownership of their learning, work collaboratively, and seek appropriate challenges by providing rigorous activities that engage all students.<br>2. Place an emphasis on improving the quality of instruction across classrooms in order to improve student outcomes.<br>3. Teachers will self -assess following observations, on selected components of the Danielson rubric<br>. |
| **B. Key personnel and other resources used to implement each strategy/activity** |
| 1. All teachers teaching at least 40% of the school day.<br>2. Principal & Assistant Principals will visit each teacher's class a minimum of four times over the course of the year and the focus on the implementation of rigorous Common Core aligned lessons.<br>3. Talent Coach will support stall on the implementation of the Danielson rubric |
| **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. Administration and coaches work closely with individual teachers and groups of teachers during weekly teacher teams as needed to identify instructional impacts that are highly motivating and engaging for students.<br>2. The administrators will provide feedback following all short cycle and formal observations with an emphasis on: pushing students to assume ownership for their learning and building rigorous habits for all learners including ELL's and SWDs following all observations. All teachers are observed at least 4 times per year.<br>3. Administration will develop professional development sessions designed to support teachers' understanding of selected components of the Danielson Framework |

to ensure that teachers have clear understanding of rubric.

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

1. Monthly professional development to support teachers.
2. All teachers are observed at least 4 times and will engage in end of the year assessment.
3. September 2013 – June 2014 following observations.

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

1. On Thursdays, during teacher teams as needed 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. This is being accomplished though our vertical literacy, math, data, and student assessment teams.
2. During teacher prep periods, administration meets with individual teachers to discuss observations.
3. Extended day and half days or at post observation meetings will be used to provide professional development on implementing the Danielson Framework.

***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).

Parents will be invited to attend a series of workshops in ELA and Math to explain new testing guidelines, how to work with children at home and understanding appropriate challenges with homework.

***Budget and Resource Alignment***

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **X** | **Tax Levy** | **X** | **Title IA** | **X** | **Title IIA** | **X** | **Title III** | **X** | **Set Aside** | | **Grants** |

List any additional fund sources your school is using to support the instructional goal below.

As a Title 1 School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title 1 funds. Title III, Title IIA, and Human Resources to implement this action plan from September 2013 to June 2014

## Goal and Action Plan #3

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

***Annual Goal #3***

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

Improve school culture and support the academic & personal growth of students and adults by establishing high expectations and provide support to achieve these expectations through our C.A.R.E. (Children Are Respectful & Responsible Everyday) program. As a direct result of implementing a developmentally appropriate behavior initiative , the number of infractions occurring during the 2013-2014 school year will decrease by 5% in the OORS reporting system

***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.

We are attempting to reduce the number of level 2 infractions of the discipline code that impact our school building. This goal was created to engage our school in a developmentally appropriate behavior initiative focusing on improving students social and emotional abilities by taking proactive preventative measures

***Instructional Strategies/Activities***

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

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

1. The Second Step curriculum will direct teachers and students on how to create a safe and respectful school climate, as well as strengthen student's problem solving abilities and emotional management.

2. 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, and type of behavior & with which staff member the behavior occurs. Along with teacher volunteers, we established a Reflection Room during all three lunch hours whereas students can evaluate the choices they made and write reflections on what they can do differently next time
3. There will be assembly programs on each grade level to commend the students who have made the right choices. The measureable objective will be evidenced by the number of incidents in the 2013-2014 OORS reporting system.

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

1. Classroom teachers
2. Guidance Counselor, Principal, Assistant Principals, teachers
3. Behavior Team

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

1. All Students will have a clear understanding of behavioral expectations as evidence by reduced infractions.
2. The Reflection Room gives students the opportunity to discuss their situation and decided better choices to make in the future. 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 infractions.3
3. Every other month, programs reward students for positive behavior. Additionally rewards and activities for positive student behavior are monitored and recognized.

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

1. September 2013 – June 2014 on Friday morning
2. Three times a week October 2013 – May 2014
3. September 2013, November 2013, January 2014, March 2014, May 2014

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

1. Friday Morning during C.A.R.E. Behavior period. A teacher survey will provide feedback regarding the C.A.R.E program Results from the survey will be analyzed to show evidence of the program's effectiveness.
2. Reflection Room is where students go to be mentored on conflict resolution issues and the lessons of C.A.R.E. are reinforced . It is covered by teachers during their professional period.
3. Assemblies are held every other month.

***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).

Maintain a parent coordinator to serve as a liaison between the school and families. PS 100 will foster a caring and effective school-home partnership to ensure that parents can effectively support and monitor their child's progress. 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. PS 100 promotes family involvement in many ways. Our behavior and academic initiatives include: parents sign a parent-student behavior contract, monthly student goal sheets to inform parents of accomplishments and strategies for parental support, and Family Fun day. Family Fun Day is an annual event to support the link between the community and the school.

***Budget and Resource Alignment***

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **x** | **Tax Levy** | **x** | **Title IA** | **x** | **Title IIA** | **x** | **Title III** | **x** | **Set Aside** | | **Grants** |

List any additional fund sources your school is using to support the instructional goal below.

As a Title 1 School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title 1 funds. Title III, Title IIA, and Human Resources to implement this action plan from September 2013 to June 2014

## Goal and Action Plan #4

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

***Annual Goal #4***

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **A. Strategies/activities that encompass the needs of identified subgroups** |
| 1. |
| **B. Key personnel and other resources used to implement each strategy/activity** |
| 1. |
| **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. |
| **D. Timeline for implementation and completion including start and end dates** |
| 1. |
| **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| 1. |

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Tax Levy** | | **Title IA** | | **Title IIA** | | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Goal and Action Plan #5

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

***Annual Goal #5***

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **A. Strategies/activities that encompass the needs of identified subgroups** |
| 1. |
| **B. Key personnel and other resources used to implement each strategy/activity** |
| 1. |
| **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. |
| **D. Timeline for implementation and completion including start and end dates** |
| 1. |
| **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| 1. |

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Tax Levy** | | **Title IA** | | **Title IIA** | | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

| **Type of Academic Intervention Service (AIS)** | **Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)*** | **Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)*** | **When the service is provided *(e.g. during the school day, before or after school, etc.)*** |
|---|---|---|---|
| **ELA** | Ready Gen Intervention<br>NY Ready ELA (Curriculum Associates) | Small Group<br>Flex grouping<br>Saturday School | Push-in/pull-out 45 min sessions<br>40 minutes Monday –Thursday<br>2 hours each Saturday |
| **Mathematics** | Go Math Intensive Intervention System<br>NY Ready Math(Curriculum Associates)<br>Teacher created curriculum materials | Small Group push in<br>Small Group Extended Day<br>Saturday School | Push-in 45 min sessions<br>50 minutes after school Tues & Wed<br>2 hours each Saturday |
| **Science** | Informational text during the guided reading block | Small Group | Time frame depends on subject matter |
| **Social Studies** | Informational text during the guided reading block | Small Group | Time frame depends on 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<br>Individual<br>Whole class lessons | Services provided in 6 week increments<br>Struggling classes when needed for specific difficulties |

# Title I Information Page (TIP)

**For Schools Receiving Title I Funding**

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

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

***Title I Status***

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

## All Title I Schools

***Highly Qualified Teachers (HQT)***

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|---|
| Networking within CEI 521 to find excessed staff known as ATR's. The personnel secretary will work closely with the CEI network HR point person to ensure that non- HQT meet all required documentation and assessment deadlines. Mentors and Coaches are assigned to support new teachers. |

***High Quality and Ongoing Professional Development***

| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
|---|
| Teacher Team meetings were created on Thursday afterschool every week, Common Planning periods were created to help teachers prepare grade level curriculum and differentiated instruction activities in Math, ELA, Science and Social Studies. This year professional periods were created for the following areas: Math, ELA, Data & Student Assessment to enable a teacher on each grade to become more involved in a subject area and help out their grade level colleagues and/ or schoolwide colleagues. Teachers have been scheduled to attended several workshops offered by different educational services and turn-key at teacher teams. |

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

| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
|---|
| Our Title 1 funds are used to purchase materials and services to supplement our instructional program for all students in the school. With Title 1 funds, we are to purchase materials for our extended day program and to fund after school programs to help our neediest students. |

## SWP Schools Only

***Transition Plans to Assist Preschool Children*** ***(Elementary Schools Only)***

| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
|---|
| Our school provides families transitioning from Pre-K to Kindergarten support by providing Family Orientation & "Kindergarten Informational Tea", before the summer vacation. Teachers provide families with information regarding the Kindergarten program and expectations for Kindergarten. Families have the opportunity to meet administrators, teachers and support staff. Parents receive information packets that include tips and techniques for parents to use at home to support and promote literacy and numeracy. |

***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. |
|---|
| Teachers and administrators met to discuss the assessment options provided to them from Ready/Gen, Go Math and the DOE assessment options, the measures chosen will produce data that we can use to make adjustments to our instructional program. We have chosen a variety of assessments including standardized tests, as well as rubric based performance tasks in order to match CCLS assessment standards. Teachers meet during Teacher Teams to discuss student work to help plan for further assessments and task planning. PS 100 Q has implemented their own diagnostic testing in the Beginning middle and end of the year. |

## TA Schools Only

***Use of Program Resources***

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

***TA Coordination with the Regular Program***

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

## PS 100 Q Parent Involvement Policies (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 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**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## 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
# 2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

# Part I: School ELL Profile

## A. School Information ⓘ

| | | |
|---|---|---|
| District 27 | Borough Queens | School Number 100 |
| School Name Glenn Morris Elementary School | | |

## B. Language Allocation Policy Team Composition ⓘ

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

| | |
|---|---|
| Principal Laureen Fromberg | Assistant Principal Ivana Reimer/ Heather Sweet |
| Coach Susie Abrahms | Coach Debbie Fiallo |
| ESL Teacher Kelly Reis/Andrea Wolf | Guidance Counselor Steve Pereira |
| Teacher/Subject Area | Parent |
| Teacher/Subject Area | Parent Coordinator Evelyn Orsini |
| Related Service Provider Adriana Russo | Other |
| Network Leader(Only if working with the LAP team) Joe Blaize | Other type here |

## C. Teacher Qualifications

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ESL teachers currently teaching in the ESL program. | 2 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers not currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 1 |

## D. Student Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school (Excluding Pre-K) | 1000 | Total number of ELLs | 79 | ELLs as share of total student population (%) | 0.00% |

# Part II: ELL Demographics

## A. ELL Programs

| **This school serves the following grades (includes ELLs and EPs)** Check all that apply | K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐ |
|---|---|

### This school offers (check all that apply):

| | | |
|---|---|---|
| Transitional bilingual education program | Yes☐ No☒ | If yes, indicate language(s): |
| Dual language program | Yes☐ No☒ | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Tot #** |
| **Transitional Bilingual Education** (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | **0** |
| **Dual Language** (50%:50%) | | | | | | | | | | | | | | **0** |
| **Freestanding ESL** | | | | | | | | | | | | | | |
| Push-In | 5 | 0 | 2 | 0 | 1 | 8 | | | | | | | | **16** |
| Pull-out | 18 | 14 | 7 | 10 | 12 | 2 | | | | | | | | **63** |
| **Total** | **23** | **14** | **9** | **10** | **13** | **10** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **79** |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|---|---|---|---|---|---|
| **All ELLs** | | **Newcomers (ELLs receiving service 0-3 years)** | 6 | **ELL Students with Disabilities** | 17 |
| **SIFE** | 1 | **ELLs receiving service 4-6 years** | 24 | **Long-Term (completed 6+ years)** | 5 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 45 | 1 | 2 | 27 | 0 | 13 | 5 | 0 | 5 | 77 |
| Total | **45** | **1** | **2** | **27** | **0** | **13** | **5** | **0** | **5** | 77 |
| Number of ELLs who have an alternate placement paraprofessional: 9 | | | | | | | | | | |

## C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | |
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **TOTAL** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| **TOTAL** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |

*EP=English proficient student

| Dual Language (ELLs/EPs*) K-8 | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | | | | | | | | | | | |
| | **K** | | **1** | | **2** | | **3** | | **4** | | **5** | | **6** | | **7** | | **8** | | **TOTAL** | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| This Section for Dual Language Programs Only | |
|---|---|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):<br>African-American: ___ Asian: ___ Hispanic/Latino:<br>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 | 12 | 9 | 5 | 4 | 9 | 5 | | | | | | | | 44 |
| Chinese | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | | | 1 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 0 | 0 | 1 | 0 | 2 | 0 | | | | | | | | 3 |
| Arabic | 3 | 1 | 0 | 3 | 1 | 1 | | | | | | | | 9 |
| Haitian | | | | 0 | 0 | 0 | | | | | | | | 0 |
| French | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 5 | 4 | 1 | 3 | 3 | 0 | | | | | | | | 16 |
| Polish | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Other | | | | 0 | 0 | 1 | | | | | | | | 1 |
| **TOTAL** | 20 | 14 | 8 | 10 | 15 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |

# Part III: Assessment Analysis

## Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 6 | 3 | 0 | 1 | 2 | 1 | | | | | | | | 13 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 4 | 4 | 3 | 2 | 2 | 1 | | | | | | | | 16 |
| Advanced (A) | 9 | 7 | 5 | 7 | 11 | 6 | | | | | | | | 45 |
| Total | 19 | 14 | 8 | 10 | 15 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |

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

| NYS ELA | | | | | |
|---|---|---|---|---|---|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 1 | | | | 1 |
| 4 | 6 | 7 | 0 | 0 | 13 |
| 5 | 5 | 2 | 0 | 0 | 7 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | | | | | | | 1 |
| 4 | 5 | | 8 | | 0 | | 1 | | 14 |
| 5 | 2 | | 2 | | 3 | | 0 | | 7 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 2 | | 2 | | 3 | | 7 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   1. Early literacy skills of ELLs are assessed using Fountas and Pinnell and ECLAS-2, regular sight word assessments and Ready Gen 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, determine reading levels and to help differentiate guided reading groups during the literacy blocks. The data is also used to determine which students will receive RTI or AIS for extra support.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The pattern shows that, as a student moves up in grade level, so does their proficiency level. There is an exception in the case of students with disabilities whereas they become proficient in listening and speaking, however their reading and writing scores increase at a much slower rate. we find that general education students who have been in our school since kindergarten, generally increas in all areas with each passing year with the exception of SWD. Students who transfer from other schools seem to increase in level (or within level) at a slower rate than if with us since Kindergarten. Students who arrive to this country and attend our school usually show an increase in NYSESLAT scores after 1-2 years.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Patterns acroos the modalities help the ESL teachers, classroom and RTI teachers drive instruction and create flexible groups. If a student shows diofficulty in listening comprehension, the lessons would be differentiated to meet that particular need on a consistent basis. The AMAO helps our school locate our bottom 1/3 ELL performers, and those students are provided with additional services such as RTI, after school classes, Saturday academy and Imagine Learning English (a technology based program to help struggling learners).
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Tier I- all students are provided rigourous and evidence based curriculmn in literacy (Ready Gen) And Math (Go Math) that are heavily aligned to Common Core Learning Standards. The data used for tier I are baseline assessments from Ready Gen for grades K-5 to assess whether the students will need Tier II intervebntion as provided as differentiated instruction within the curriculmn for both reading and math.

   Tier III groups are formed based on the previous years state ELA and Math scores. ELLs are hand picked to join such groups for intensive targeted intervention in literacy in the morning and after school groups in math, in addition to ELL services and accomodations. Other Tier III groupsmay receive "at risk" SETTS or an opportunity to participate in the "RTI" lab.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   ELL teachers regulary attend grade conferences to assist classroom teachers in utilizing ELLs teaching startegies. Furthermore, in Ready Gen and Go math, there are tiered components for differentiated instruction for ELLs that are used in flexible groups to ensure students second language is considered.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

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

The success of our programs are based on test scores, classroom work, baseline assessments and classroom checklists and observations.

# Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   1. Upon registration, the parent/guardian is interviewed by an ESL teacher or trained pedagogue along with a translator and the HLIS in their native language is completed. The ESL teacher reviews the completed HLIS and then conducts a brief interview with the student and 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 by an ESL teacher within 10 days of the student's enrollment date. Spanish speaking students who qualify for ESL services also take the Spanish LAB within the first 10 days of enrollment as well.

   The pedagogues responsible for conducting the initial screening, administering the HLIS, the LAB-R as well as any oral or initial formal assessments are the ESL teachers, as well as the Literacy Coach, the Math Coach and the Data Specialist, who have been trained in the ELL identification process by the ESL teachers.

   As required by New York Sate, 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. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

   2. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   3. After the LAB-R is administered, an entitlement letter is issued based on the outcome of the LAB-R. Students who take the LAB-R but do not qualify for ELL services receive a non-entitlement letter in both English and their native language. Students who will no longer receive ESL because the NYSESLAT indicates they are Proficent receive a Transition letter in English and their native langauge. Students who take the LAB-R and qualify for ELL services receive an entitlement letter as well as a Parent Survey and Program Selection Form in English and their native language notifying them of the date, time and location of the ELL Parent Orientation Meeting they must attend to make the Program selection for their child. Parent Survey and Program Selection forms are completed and returned to the ESL teachers at the time of the Parent Orientation meeting and the original copy is placed in the students' cumulative file, a copy is placed in the students' file in the ESL room. Parent Survey and Program Selection forms are sent home attached to the entitlement letter and are also made available again in all languages at the ELL Parent Orientation meeting.

   All entitlement letters are copied and filed in the ESL room under each childs' name.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

   4. Students who qualify for ESL services are placed in instructional programs based on their LAB-R scores. The parents of ELLs

are invited to, sometimes several times, to the ELL Parent Orientation meeting where they are made aware of their ELL program choices offered in the New York City schools. This information is presented in their native language and translaters are available to help interpret information and answer questions. The Parent Coordinator is also present. The information provided on the Proram Selection form is used to update the ELPC screen in ATS within 20 days of an ELL Parent Orientation meeting.

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

   5. Every year the test administrators create a schedule with specific dates, times and locations for students to be tested individually or as a group. Copies are shared with all teachers, service providers, and administraters. Make-up times are built in for students who were absent.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ

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

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

    1b. The program models are block, ungraded, hetergenous and homogenous based of proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

    2. 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 and Intermediate ELLs, in compliance with CR- Part 154, do not receive explicit ELA instruction in their classrooms, but receive ESL during that time. Advanced ELLs do receive ELA instruction in their classrooms daily. NLA instruction is not delivered in our school; however, students are encouraged to use their Home Language when necessary.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

    3. P.S. 100Q delivers explicit ESL instruction to teach language and literacy across the content areas using Santillana Spotlight on English. The thematic program incorporates instructional strategies and ESL methods to promote language acquisition and vocabulary development. Strategies utilized include cognitive, meta-cognitive, scaffolding and affective strategies. Students interact with content material that is relevant to the academic subject of study in their classrooms. Language development is infused through the content areas in accordance with the research of A. Chamot and M. O'Malley (the CALLA approach). Cirriculum objectives have also been restructured in accordance with the demands of the Common Core Learning Standards. Teaches have been attending ongoing professional development to facilitate the shift to Common Core.

    6. ELLs with special needs are serviced as per their IEP and their goals are taken into consideration when planning and differentiating.

    ELL SWD are exposed to the same academic content as general edcuation and monolingual students. The ESL teacher pushes in to the special edcuation classroom during literacy and content areas to co-teach and work in small groups. The classroom teacher and ESL teacher plan collaborativly to meet the needs of ELLs SWD.

    7. ESL teachers typically push in to special education classrooms to maintain consistent instructional curriculum and environment
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    4. Spanish speaking students are administered the Spanish LAB upon qualifying for English services. Those scores are used to determine home language literacy and proficiency to assist in placement.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    ELLs are evaluated on an ongoing basis using teacher made checklists to monitor progress in speaking and listening as well as speaking and listening activites structured similar to the NYSESLAT. Reading and writing is evaluated through the use of teacher made rubrics which reflect the Common Core Standards.
6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

    6. SIFE students are given Imagine Learning. Imagine learning a a technology based program to expedite language acquisition for

newcomers and struggling students. Newcomers are also provided AIS/RTI services to build basic skills. Additionally, they are given grade appropriate ESL instruction. Newcomers (0-3 years) can receive ESL and AIS. They also receive ESL Saturday instruction and participate in the extended day program. ELLs that are now mandated to take the ELA after one year are afforded the same opportunities as their monolingual counterparts such as Saturday Academy and after school intensive ELA practice; academic and "testing language" are infused in both the ESL and ELA cirriculum. ELLs taking the ELA participate in all practice tests and periodic assessments and utilize Strategies To Achieve Reading Success (STARS) as well as Comprehensive Assessment of Reading Strategies (CARS). Long term ELLs receive intensive grade appropriate instruction in reading and writing as well as AIS and extended day services. They participate in the same instructional programs as monolingual students. These programs are aligned with Common Core Standards, as well as with the school's core curriculum. Former ELLs continue to receive testing accomodations for the following two years and also receive transitional AIS services during that time as well.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   7. ELLs with special needs are serviced as per their IEP and their goals are taken into consideration when planning and differentiating. ELL SWD are exposed to the same academic content as general edcuation and monolingual students. The ESL teacher pushes in to the special edcuation classroom during literacy and content areas to co-teach and work in small groups. The classroom teacher and ESL teacher plan collaborativly to meet the needs of ELL SWD. We have also recently acquired Imagine Learning as a technology based tool to faciliate learning.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   ESL teachers typically push into special education classrooms to maintain consistant instructional curriculum and environment.

**Courses Taught in Languages Other than English**

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

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

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

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

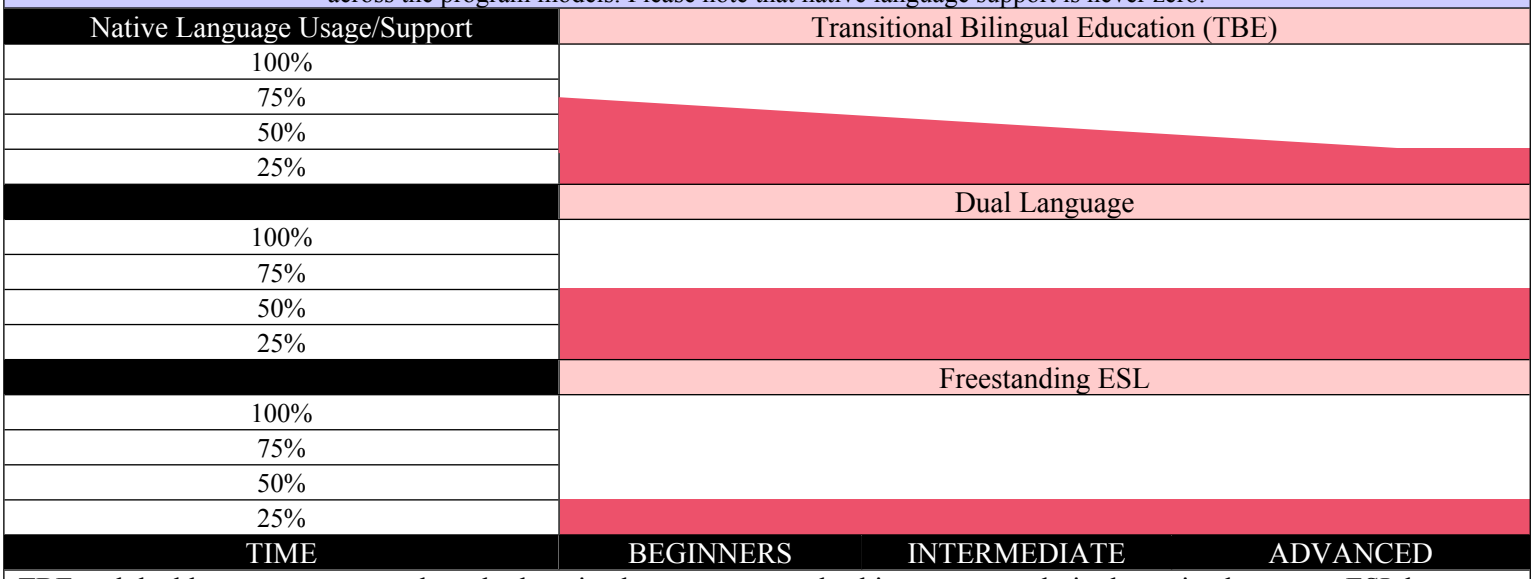
| | Beginning | Intermediate | Advanced |
|---|---|---|---|
| ESL instruction for *all* ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

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

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

## Native Language Usage and Supports

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




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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   .RTI III Language Lab Phonics-Wilson/English
   RTI III Flex Groups Literacy/English
   After school for math/English and Spanish
   At risk SETTS/English and Spanish

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our programs Ready Gen and Go Math are brand new and its effectiveness is inconclusive thus far.
11. What new programs or improvements will be considered for the upcoming school year?
    National Geographic Reach for ELLs to teach literacy across content areas using mainly non-fiction text. Also, new materials from Anastasio publishing company that support and train student for the new NYSESLAT.
12. What programs/services for ELLs will be discontinued and why?
    NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are afforded access to the same programs as monolingual students. Title III is used to form Saturday classes and purchase supplemental materials for ELLsaste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Imagine Learning used for bottom 1/3 low scoring on NYSESLAT. New laptops.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    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. n here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    ESL students are grouped by NYSESLAT levels and by grade/age, if possible. Funds made available for ELLs are used to purchase resourses, i.e. materials, to support the CCLS and to supplement current programs (Go Math, Ready Gen) with ELL components.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    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.
18. What language electives are offered to ELLs?
    No language electives are offered.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to questions here:

## C. Professional Development and Support for School Staff

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

1. Professional Development ½ day sessions:

- October 28th: Effective Lesson Planning combining ReadyGen Literacy curricula, designing lesson activities with multiple entry points designed to support the ELL/SWD learner and the "1e" component of the Danielson Framework.
- November 5th: Instructional Shifts in ELA and Math with attention to ELL/SWD, Informal Observations noticings from Danielson Framework.
- December 12th: Effective Lesson Planning using the "1e" component of Danielson's Framework and incorporating multiple entry points for instruction with ELLs and SWDs.
- January 13, 2013: Using Effective Questioning and Discussion Techniques "3b"in small group and whole group instruction that supports instructional outcomes for our ELL/SWD student populations.
- February 13, 2013: Using Formative Assessment strategies during instruction to inform decisions about teacher practice and student outcomes.
- March 13, 2013: Looking at ELL/SWD student work through the lens of "3c" Engaging Students in Learning.
- May 12, 2013: Reflecting on teacher practice through the lens of "4a" Reflecting on Teaching and "1c" Setting Instructional Outcomes for all subgroup populations.

2. • November 5th: Professional development workshop: Instructional Shifts in ELA and Math with attention to ELL/SWD, Informal Observations noticings from Danielson Framework. By deepening teachers understanding of the instructional shifts in the common core learning standards, teachers will be able to plan instruction that better meets the needs of ELLs and ensure better academic success.

3. 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. Guidance counsleor meets with parents and students to discuss middle school transition, application process and student opportunities.

4. 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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent workshops are offered such as, Common Core ELA and Math. Activities include distribution of worksheets to parents and they are informed as to what their children are learning so they can help them at home. Interpreters are provided for Spanish and Bengali speakers. Other interpreters are provided as needed based on parental response. Worksheets are translated in parents home language as needed. Other worshops are offered to parents of ELLs such as holiday crafts. Parents are invited to come and work with our parent coordinator to participate in creating holiday decorations as well as help decorate the school.

2. PS 100Q is partneing with Queens College to inform parents of ELLs about the high schools and colleges as well as how ELL parents can obtain a GED for themselves. The Parent coordinator will also conduct a workshop for ELL parents who wish to receive information about immigration and naturalization. Health insurance representatives will also be meeting with ELL parents to explain their options regarding the new healthcare system.

3. Surveys are sent home in order to evaluate the needs of parents. The data from the survey is used the following year to make necessary changes to meet their needs.

4. The parental involvement activites help create a sense of community, share their cultures and a safe place to interact with school staff.

## E. Additional Information

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

Paste response to question here:

# Part VI: LAP Assurances

| School Name: Glen Morris | | School DBN: 27Q100 | |
|---|---|---|---|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Laureen Fromberg | Principal | | 11/15/13 |
| Ivana Reimer | Assistant Principal | | 11/15/13 |
| Evelyn Orsini | Parent Coordinator | | 11/15/13 |
| Kelly Reis | ESL Teacher | | 11/15/13 |
| | Parent | | 11/15/13 |
| | Teacher/Subject Area | | 11/15/13 |
| | Teacher/Subject Area | | 11/15/13 |
| Susie Abrams | Coach | | 11/15/13 |
| Debbie Fiallo | Coach | | 11/15/13 |
| Steve Pereira | Guidance Counselor | | 11/15/13 |
| | Network Leader | | 11/15/13 |
| Andrea Wolf | Other ESL Teacher | | 11/15/13 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

# LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 5 **Network:** CFN 531

**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, meeting 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 tramslations.

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 interpretation services for parents durning 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): ☒conceptually consolidated (skip part E below)<br>☐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):<br>☐Before school ☐After school ☐Saturday academy ☐Other: |
| Total # of ELLs to be served:<br>Grades to be served by this program (check all that apply):<br>☐K ☐1 ☐2 ☒3 ☒4 ☒5<br>☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12 |
| Total # of teachers in this program: 5<br># of certified ESL/Bilingual teachers: 2<br># of content area teachers: 3 |

| Part B: Direct Instruction Supplemental Program Information |
| --- |
| Describe the direct instruction supplemental program here and include the<br>• rationale<br>• subgroups and grade levels of students to be served<br>• schedule and duration<br>• language of instruction<br>• # and types of certified teachers<br>• 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.<br><br>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.<br><br>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.<br><br>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 |
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| 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 |
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| 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.<br>• rationale<br>• teachers to receive training<br>• schedule and duration<br>• topics to be covered<br>• 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 |
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| 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.<br>• rationale<br>• schedule and duration<br>• topics to be covered<br>• name of provider<br>• how parents will be notified of these activities |
| Begin description here:<br><br>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 |
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| 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.<br><br>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)<br>• Per session<br>• Per diem | | |
| Purchased services<br>• High quality staff and curriculum development contracts. | | |
| Supplies and materials<br>• Must be supplemental.<br>• Additional curricula, instructional materials.<br>• 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** | | |