



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** THE GLEN OAKS SCHOOL

**DBN (i.e. 01M001):** 26Q115

**Principal:** KATHLEEN A. SCIORTINO

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

**Superintendent:** ANITA SAUNDERS

**Network Leader:** ELLEN PADVA

### 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
Kathleen A. Sciortino	*Principal or Designee	
Dawn Ribadeneyra	*UFT Chapter Leader or Designee	
May Kobsa Marina Vodovozov	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jessica Kilcommons	Member/ Teacher	
Melissa Glasser	Member/ Teacher	
Beth Callahan	Member/ Teacher	
Mary O'Donoghue	Member/ Teacher	
Yama Efat	Member/ Parent	
Giovannie Sosa	Member/ Parent	
Pamela Jones	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

By June 2014, 100% of key personnel will have goals and responsibilities and demonstrate evidence that aligns with the literacy instructional focus, specifically Literacy in Social Studies and Science as directed by the NYC Citywide Instructional Expectations for 2013-2014, the school will implement a plan of action that will organize the school to meet the needs of all students and improve the structures of the school.

### **Comprehensive Needs Assessment**

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

This goal came from data presented in the 2010-2011 Quality Review and the 2012-2013 Progress Report.

### **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. Create detailed curriculum maps aligned to the new Common Core Learning Standards.
2. Develop and implement a goal setting process to help teachers and administrators address achievement gaps for subgroups.
3. Create opportunities for student and teachers to use technology to enhance student learning.
4. Embed opportunities for student-led discussions and debates over matters related to moral and ethical issues.
5. Teachers in all grades will administer ELA performance tasks aligned to the CCLS.
6. Grades K – 5 will use the program, Ready Gen, which includes all aspects of balanced literacy and is aligned to the Common Core Learning Standards. Teachers in each grade will have ongoing professional development to enhance their knowledge of the program. All grades will continue to use CCLS aligned units of study focusing on nonfiction reading of complex texts to assist in writing persuasive and argumentative pieces.
7. To enhance the students writing ability, the teachers will continue to use Being a Writer and the writing program in Ready Gen. In addition, the students will receive lessons on how to develop into true authors.
8. The teachers will receive extensive professional development throughout the year in CCLS aligned reading strategies.
9. Fountas and Pinnell Reading Assessment Program results are used throughout the school. A careful review of the children's reading levels will be checked to see that progress is being made. Those students who do not show improvement will be given further assistance to raise their reading level through small group instruction.
10. AIS teachers work with targeted students who are experiencing difficulty in reading comprehension. The children in the program are chosen by last year's scores in the ELA and those that the teachers have determined are having difficulty in certain areas through assessments they have administered.
11. Vertical Reading Team Teachers meet twice a month to ensure continuity of reading instruction throughout the school. One representative from K-5 will discuss reading strategies that are rigorous and aligned to the CCLS. Text complexity will be part of the agenda for the team.
12. Teachers will align Social Studies and Science lessons to the CCLS using complex texts and tasks in the content areas.
13. Pupil Personnel Team and the Response to Intervention Team meet every other week to discuss how they can assist teachers who have students who are not performing on grade level.
14. UBD's are continuing to be utilized in grades K to 5. They are helpful in organizing ideas to improve reading comprehension and have been aligned to the CCLS.

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

1. Teachers, Network Literacy Staff Developers.
2. Teachers, Assistant Principal, Principal, Network Literacy Staff Developers
3. Teachers, Assistant Principal, Principal, Network Literacy Staff Developers
4. Teachers
5. Teachers and Testing Coordinator
6. Teachers and Network Literacy Staff Developers
7. Teachers
8. Assistant Principal, Principal, Teachers and Network Literacy Staff Developer
9. Teachers, AIS Teachers

10. Teachers, Assistant Principal, Principal, Network Literacy Staff Developer
11. Teachers and the Literacy Staff Developer
12. Teachers
13. Pupil Personnel Team and Response to Intervention Team
14. Teachers

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

1. Monitor teachers for evidence of meeting needs of targeted students.
2. Vertical Teams will report formative and summative assessment results from each grade to ensure we are on track to improve all students reading skills.
3. Results of data reports will be examined.
4. Teacher observations and end products will evaluate progress.
5. Results of the ELA performance tasks will be examined.
6. Results of the ELA performance tasks will be examined.
7. Benchmark writing pieces in Social Studies and Science will be examined for progress.
8. Through formal and informal observations, School Leaders and Teachers will have discussions as to whether teacher practice represents highly effective, effective, developing or ineffective practices in Domains 2 and 3.
9. Fountas and Pinnell assessment results will be collected to track progress of the children in K-5.
10. AIS teachers meet twice a month with the classroom teacher to discuss strategies that are working and share best practices.
11. Vertical Teams will report formative and summative assessment results from each grade to ensure we are on track to improve all students reading skills.
12. Reading and comprehension of Social Studies and Science based information with unit tests in Social Studies and Science.
13. Results of PPT meetings and next steps are analyzed. Progress monitoring takes place throughout the year.
14. Teachers will share their highly effective lessons with each other during common planning time.

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

1. September 2013 – June 2014 ongoing
2. Every month beginning in September 2013 and ending in June 2014
3. September 2013 – June 2014 ongoing
4. Daily beginning in September 2013 and ending in June 2014
5. September 2013 – June 2014 ongoing
6. Daily beginning in September 2013 and ending in June 2014
7. September 2013 – June 2014 ongoing
8. Every month beginning in September 2013 and ending in June 2014
9. Grades K and 2 Fountas and Pinnell assessments will be given at the beginning of the year and at the end of the year according to the Measures of Student Learning (MOSL) directives. Grades 3 to 5 results will be assessed throughout the year.
10. September 2013 – June 2014 ongoing
11. Twice monthly beginning in September 2013 and ending in June 2014
12. September 2013 – June 2014 ongoing
13. Every other week beginning September 2013 and ending in June 2014
14. September 2013 – June 2014 ongoing

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

1. Assess, monitor and revise the strategy if necessary.
2. Assess, monitor and revise the process.
3. Substitute teachers needed for teachers to attend Professional Development.
4. No costs associated with this activity.
5. No costs associated with this activity.
6. No costs associated with this activity.
7. Substitute teachers needed for teachers to attend Professional Development.
8. Substitute teachers needed for teachers to attend Professional Development
9. No costs associated with this activity.
10. No costs associated with this activity.
11. Teachers on the Vertical Team meet twice monthly x 9 months for a one hour at the per session rate.
12. No costs associated with this activity.

13. No costs associated with this activity.

14. No costs associated with this activity.

### **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).

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- A Scholastic Book Fair/fundraiser will be held in the fall and spring to coincide with Parent Teacher Conferences. The Book Fair will be run by the Parent Coordinator and parent volunteers.
- Continue to encourage parent volunteers to attend school trips and functions.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

### **Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June 2014, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. Specifically in Math, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use a variety of ways to solve math problems. All students will engage in mathematical study which requires fluency, application, and conceptual understanding.

### **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.

2012-2013 Progress Report.

### **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.

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

1. Create and implement a plan to insure teachers engage in professional development that reflects system wide priorities.
2. Provide teachers with opportunities to engage in collaborative learning activities focused on instruction and student learning.
3. Implement actions to strengthen student-teacher relationships and improve student achievement.
4. Embed critical and creative thinking skills in all content area lessons.
5. Students in grades 1-4 will use Mind Research Institute's Spatial Temporal Math online instruction program. ST Math has RTI Reports that are generated to help the teachers sort data and determine progress.
6. For ST Math the teachers attended an introductory training session at the beginning of the year in the computer room. One teacher will continue to meet with a representative from the company to continue to work on objectives that align to the CCLS. Each child has been scheduled to work online twice a week. Class level RTI Reports are generated to give an overview of the class's performance. The teachers sort the data to help differentiate. Follow up workshops will be scheduled.
7. The Math Program, Go Math is being utilized in grades K-5. The alignment to the CCLS gives the teachers the ability to make the program rigorous and differentiate to help all children improve their math skills. PD for teachers will be ongoing to give continuing support throughout the year. The learning is

conceptual with an internet component which allows the teacher to track data from the assessments. Go Math has assessments, tests and an internet component that lets the teacher track the students' progress.

8. Teachers in all grades will administer math performance tasks aligned to the CCLS.
9. Vertical Math Team Teachers meet twice a month to ensure continuity of math instruction throughout the school for all children with an emphasis on the higher level ESL and Special Education students.
10. A professional architect is working with the G & T 5th grade. The children are designing floor plans of rooms and will eventually design a building. They use conceptual mathematical and creative skills to see their creations in a three- dimensional way, using real materials to construct their buildings.

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

1. Teachers, Principal, Assistant Principal, Network Math Staff Developers
2. Assistant Principal, Principal, Network Math Staff Developers and Teachers
3. Teachers
4. Teachers
5. Teachers and computer teacher
6. Teachers and Assistant Principal
7. Teachers
8. Teachers
9. Principal, Assistant Principal and selected teachers
10. Grade 5 Teacher and Professional Architect, Joe Gabriel

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

1. Monitor teachers for evidence of meeting needs of targeted students.
2. Results of the math performance tasks will be examined.
3. Teacher observations and end products will evaluate progress.
4. Results of the math performance tasks will be examined.
5. Assessment data will be examined and next steps created.
6. Monitor teachers for evidence of meeting needs of targeted students.
7. Monitor teachers for evidence of meeting needs of targeted students.
8. Results of the math performance tasks will be examined.
9. The teachers on the vertical team will report formative and summative assessment results from each grade to ensure we are on track to improve all students math skills. Vertical Math Team Teachers will discuss assessment reports from each grade to ensure continuity of curriculum.
10. Architectural performance tasks will be examined during a presentation in the auditorium.

## **4. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014 ongoing
2. Daily beginning September 2013 and ending June 2014
3. Daily beginning September 2013 and ending June 2014
4. September 2013 – June 2014 ongoing
5. Forty five minutes three times a week for grades 3 and 4; 45 minutes twice a week for grades 1 and 2
6. Teachers attend Go Math trainings at least four times a year
7. September 2013 – June 2014 ongoing
8. September 2013 – June 2014 ongoing
9. Teachers on the Vertical Math Team meet twice a month beginning September 2013 and ending June 2014.
10. Mr. Gabriel works with the grade 5 gifted and talented class every Wednesday, beginning September 2013 and ending in June 2014.

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

1. Substitute teachers needed for teachers to attend professional development.
2. No cost associated with this activity.
3. No cost associated with this activity.

4. Assess, monitor and revise the strategy if necessary.
5. No cost associated with this activity. We received a grant.
6. No cost associated with this activity. We received a grant.
7. Assess, monitor and revise the strategy if necessary.
8. No cost associated with this activity.
9. No cost associated with this activity.
10. No cost associated with this activity.

**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).

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- A Scholastic Book Fair/fundraiser will be held in the fall and spring to coincide with Parent Teacher Conferences. The Book Fair will be run by the Parent Coordinator and parent volunteers.
- Continue to encourage parent volunteers to attend school trips and functions.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

**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	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 #3**

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

**Annual Goal #3**

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

By June 2014, the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's *Framework for Teaching*.

**Comprehensive Needs Assessment**

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

This goal came from the 2012-2013 Progress Report, 2010-2011 Quality Review and classroom observations.

**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.

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

1. Teachers will be observed formally, informally or both.
2. Administrators and teachers will meet to discuss the teacher's rating and next steps.
3. An agreed upon timetable for implementation of next steps for improvement of teacher practice will be established.
4. School leaders and teachers will engage in professional development opportunities on a research based rubric for teacher practice-Charlotte Danielson's Framework for Teaching.
5. Teachers will self- assess their practice through ARIS Learn
6. There will be cycles of frequent unannounced observations with timely actionable feedback based on the Danielson rubric.
7. Teachers will engage in workshops on CCLS, Depth of Knowledge and Danielson's Framework for Teaching.

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

1. Teachers, Principal, Assistant Principal

2. Teachers, Principal, Assistant Principal
3. Teachers, Principal, Assistant Principal
4. Teachers, Principal, Assistant Principal
5. Teachers
6. Teachers, Principal, Assistant Principal
7. Teachers, Principal, Assistant Principal

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

1. Ratings according to the Danielson rubric.
2. Results of discussions between supervisor and teacher.
3. Results of a rigorous curriculum data collection tool.
4. Informal observations.
5. Data from ARIS Learn.
6. Evaluations of formal and informal observations.
7. Mini observations and follow up meetings with the teachers.

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

1. September 2013 – June 2014 ongoing
2. September 2013 – June 2014 ongoing
3. September 2013 – June 2014 ongoing
4. Part of the mandated three hours per month of Advance Professional Development
5. September 2013 – June 2014 ongoing
6. September 2013 – June 2014 ongoing
7. Part of the mandated three hours per month of Advance Professional Development

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

1. No costs associated with this activity.
2. No costs associated with this activity.
3. No costs associated with this activity.
4. No costs associated with this activity.
5. No costs associated with this activity.
6. No costs associated with this activity.
7. No costs associated with this activity.

***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).

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- A Scholastic Book Fair/fundraiser will be held in the fall and spring to coincide with Parent Teacher Conferences. The Book Fair will be run by the Parent Coordinator and parent volunteers.
- Continue to encourage parent volunteers to attend school trips and functions.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

***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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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## **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.

By June 2014, the school will strengthen its' RTI plan by providing five trainings to all teachers, implement a plan to identify and develop systems for students at risk and will provide all students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps as they transition to middle, high school, college and careers.

### **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.

2012-2013 Progress Report and discussions with guidance counselor.

### **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.

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

1. Provide all teachers with professional development focused on Response to Intervention strategies.
2. Establish vertical teams in ELA and Math where data is used to inform decision making.
3. Create a data warehouse with multiple measures and a plan for maximizing the effective use of this data.
4. Teachers and the guidance counselor will support the social and emotional schools of targeted students.
5. Progress monitoring procedures are administered.
6. Instruction and interventions are implemented consistent with research or evidence-based practice.

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

1. Teachers, RTI Team, Assistant Principal
2. ELA and Math Vertical Team Members
3. Data Specialist and Teachers
4. Teachers and Guidance Counselor
5. Teachers, Assistant Principal, Principal
6. Teachers

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

1. Formal and informal observations, formative and summative assessments.
2. Agendas and minutes from Vertical Team Meetings.
3. Minutes from grade conferences, lesson plans.
4. Feedback sheets from Guidance Counselor sessions.
5. Formative and summative assessments.
6. Formative and summative assessments.

#### **4. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014 ongoing
2. Two times a month beginning in September 2013 and ending in June 2014
3. Weekly beginning in September 2013 and ending in June 2014
4. September 2013 – June 2014 ongoing
5. September 2013 – June 2014 ongoing
6. September 2013 – June 2014 ongoing

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. Data Specialist after school work is paid per session.
4. No cost associated with this activity.
5. No cost associated with this activity

6. No cost associated with this activity

### ***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).

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- A Scholastic Book Fair/fundraiser will be held in the fall and spring to coincide with Parent Teacher Conferences. The Book Fair will be run by the Parent Coordinator and parent volunteers.
- Continue to encourage parent volunteers to attend school trips and functions.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

### ***Budget and Resource Alignment***

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #5**

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

### ***Annual Goal #5***

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

By June 2014, the school will increase the number of parent involvement events by 5% (above the prior year). Therefore, providing parents with greater opportunity to become engaged in their child's school activities. The information and training needed to become involved in planning and decision making will be provided to support the education of their children.

### ***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.

2012-2013 Progress Report specifically the Environmental Survey.

### ***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.

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

1. Provide opportunities to build parents skills through educational workshops.
2. Develop family-friendly communication.
3. Supporting family involvement at home.
4. Creating family-school-community partnerships.
5. Reorganize, respect and address family's needs, as well as class and cultural differences.
6. Create a Parent Book Club to encourage adult conversation and family literacy.
7. Our Parent Coordinator will be prepared by attending professional development opportunities and will work directly with the school leadership in goal setting, implementation and progress monitoring.
8. A Middle School Application Workshop will be conducted on December 9, 2013 to assist fifth grade parents with the process.

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

1. Principal, Assistant Principal, Parent Coordinator
2. Parent Coordinator
3. Parent Coordinator, Principal, Teachers
4. Principal, Parent Coordinator

5. Parent Coordinator, Guidance Counselor, Teachers
6. Parent Coordinator, District 26 Family Advocate
7. Parent Coordinator, Principal, Assistant Principal
8. Guidance Counselor, Principal

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

1. Attendance sheets of educational workshops.
2. Written and oral feedback from parents.
3. Results of surveys.
4. Anecdotal of partnership events.
5. Observation of interactions among students.
6. Parent feedback.
7. Attendance sheets from workshops.
8. Attendance sheet from Gifted and Talented Meeting.

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

1. September 2013 – June 2014 ongoing, bimonthly
2. September 2013 – June 2014 ongoing
3. September 2013 – June 2014 ongoing
4. Four times a year beginning in September 2013 and ending in June 2014
5. September 2013 – June 2014 ongoing
6. Monthly beginning in September 2013 and ending in June 2014.
7. Three times a year beginning in September 2013 and ending in June 2014
8. One meeting, December 9, 2013.

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

1. Cost of materials.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. Cost of materials.
5. No cost associated with this activity.
6. Cost of materials.
7. No cost associated with this activity.

***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).

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- A Scholastic Book Fair/fundraiser will be held in the fall and spring to coincide with Parent Teacher Conferences. The Book Fair will be run by the Parent Coordinator and parent volunteers.
- Continue to encourage parent volunteers to attend school trips and functions.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

***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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Glass Analysis for decoding</p> <p>Houghton Mifflin skill specific texts</p> <p>Directed Reading Activities – skill specific</p> <p>Guided Reading</p> <p>Written responses to texts read</p> <p>Steck Vaughn Reading Comprehension</p>	<p>Small group instruction focusing on individual needs and reading strategies in grades 1-5.</p>	<p>During the regular school day</p>
<b>Mathematics</b>	<p>Using math technology based programs, manipulatives, problem solving games and the Go Math Program.</p> <p>Enrichment activities are provided in math centers. During the 37.5 minute extended day period, teachers work one-on-one and in small groups using games, task cards, and activities on the Promethean Board.</p>	<p>Small group instruction</p>	<p>During the regular school day</p>
<b>Science</b>	<p>Multi- level content area books are provided in the science room and the classrooms. Hands-on science is used to enhance cognitive skills when problem solving. In addition, enrichment activities are available to encourage higher level thinking. Enrichment Center Activities for</p>	<p>Small group instruction is provided to improve the knowledge and scientific ability of fourth grade students.</p> <p>Student-Peer Teams to encourage higher level thinking and questioning skills. (Ex. Charlotte Danielson)</p> <p>Implementation of a new state of the</p>	<p>After school programs</p> <p>AIS intervention program for student intervention in Grade 4 or 5. (Weekly session – Mondays, for students not meeting the standards or NYSESLET Exam.</p>

	Grades K-5. Use of Brain Pop and Brain Pop Jr. to supplement learning through student interactive activities.	art Science Lab (K-5) in the Spring 2014.	
<b>Social Studies</b>	The school theme, which is social studies based, is incorporated in plays, bulletin board displays and student writings. The Media Center contains computers, a Promethean Board and a wide- screen TV which are used to enhance research skills.	Small group instruction is provided in content area units designed to improve the students' knowledge and understanding of history and geography.	During the regular school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Group and individual counseling, family counseling/Parent outreach/Referrals to outside agencies	Small group/individual.	During the regular school day.

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

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**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.

**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).

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**

The administration, teachers and parents of P.S. 115Q, which is not a Title 1 school, are 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, 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;
- 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;
- 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;
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

*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;

## **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., 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 <b>26</b>	Borough <b>Queens</b>	School Number <b>115</b>
School Name <b>The Glen Oaks School</b>		

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

Principal <b>Kathleen A. Sciortino</b>	Assistant Principal <b>Gregory Filippi</b>
Coach	Coach
ESL Teacher <b>Danielle Keller</b>	Guidance Counselor
Teacher/Subject Area <b>Maria Cavas</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Kevin Burke</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>639</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>5.63%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	3	3	3	3	3	3								18
SELECT ONE														0
<b>Total</b>	3	3	3	3	3	3	0	0	0	0	0	0	0	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	32		5	4		2				36
Total	32	0	5	4	0	2	0	0	0	36

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2	1	2	1	2								8
Chinese	1	1	0	1	0	0								3
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	0	0								1
Arabic	1	0	0	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	1	3	4	1	0	1								10
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	3	4	1	0	3								13
<b>TOTAL</b>	5	10	9	5	1	6	0	0	0	0	0	0	0	36

## 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)	2	0	0	0	0	1								3

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)	1	3	3	2	1	1								11
Advanced (A)	2	7	6	3	0	4								22
Total	5	10	9	5	1	6	0	0	0	0	0	0	0	36

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2						2
4	2				2				4
5	4		2						6
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					5				5
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.  
P.S. 115Q uses MOSL Performance Assessments and New York City Periodic Assessment which are assessment tools that are useful in strengthening every student's individual needs. The school leadership and teachers use the results of these assessments to differentiate instruction and assist students in having achieved a one-year gain. For grades 3-5, we will utilize MOSL Baseline NYCP Assessment tool to build-up students' academic skills. These assessments are used to pace appropriate instruction. For grades 1-4, we will utilize "Ji Ji" ST Math by MIND Research which is a researched based math assessment. This tool helps students improve making connections with different math concepts. For grades 1-5, we implement Accelerated Reader to build students reading comprehension skills. To assess the early literacy skills of ELLs we implement Fountas and Pinnell Baseline Running Records. Teachers use these assessments to see what level of independent reading they are on in relation to what level they need to be on in specific grades. In addition, for grades K- 2 we will utilize Waterford which is a researched based assessment tutorial tool to improve students reading, writing and keyboarding skills. It provides an innovative continuum of instruction tailored to each students needs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
After evaluating the LAB-R and the NYSESLAT, by looking at the scores of each mode for each grade, the need, across all grades is to strengthen the students' weaknesses in reading and writing skills.
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 [AMAQ tool](#))
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?
  - 4 a. On the LAB-R the Kindergarteners scored higher on the listening and speaking subtests, than on the reading subtest. On the NYSESLAT, throughout grades 1 through 5, a pattern occurred. In these grades, the students scored the highest in the speaking and listening subtests than on the reading and writing subtest. In Kindergarten, First and Second grades students scored the lowest on the reading/writing subtest. In Third, Fourth and Fifth grades students scored the lowest on the reading/writing subtest. Students at the Beginner level acquire listening comprehension skills initially. As students move to the Intermediate level they gain confidence in listening comprehension and oral language skills. At the Advanced level, they acquire listening, reading comprehension and oral language skills yet they still struggle in writing conventions. The 12 students that took the Math State exam refused translations of the test in their native language.
    - b. At P.S. 115, the Periodic Assessments are used in place of the ELL Periodic Assessments. Teachers are using the results of these assessments to differentiate literacy lessons and build skills that need to be focused on.
    - c. From the Periodic Assessments the teachers are learning that repetition is needed in the following skills: reading comprehension, vocabulary and grammar. Due to these findings, we are now implementing "Ji Ji St Math and Accelerated reader as assessment tool for reading and math skills. In addition, students were given, in their native language (if available), bilingual language glossaries in math, science and social studies to help them build their vocabulary skills. In addition, the ESL teacher has independent reading books in different languages to help newcomer students.
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](#).)  
After looking at data from our assessment tools (pre-assessments) and classroom assignments teachers use this information to differentiate instruction for ELLs according to the child's needs. When using the Response to Intervention with our ELLs, teachers work in collaboration to positively engage the ELLs with rigorous academic content. To ensure building their academic skills the core instruction is linked to the student's prior knowledge to make it meaningful. This will then promote academic development and academic motivation. ELLs are giving different activities such as hands-on activities and the use of visual aids to build the ELLs

specific skills of needed improvement. Teachers increase the amount of time during one-on-one conferencing or small group instruction to benefit their understanding of the skill or task being worked on. Progress is monitored with a post-assessment to see if the ELL has demonstrated an increase of the skill being taught. If progress is not shown teachers research other instructional options during Teacher Team meetings that might be effective and beneficial to the ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instructional decisions are supported by the outcomes from the LAB-R (for new admits) and the NYSESLAT. Therefore, the ESL programs' instruction is focused on rigorous reading and writing lessons using researched based programs as mentioned.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
P.S. 115 evaluates the success of our program for ELLs according to the test level on the NYSESLAT. We look at the students scale score on the speaking, listening, reading and writing subtests to see where their weaknesses are. We also look at the Fountas and Pinnell, Ji Ji St Math, Accelerated Reader, the Periodic Assessments, Waterford and the State Exams to identify what skills need to be improved.

## 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](#).)  
There are currently 639 students enrolled at P.S. 115Q, 36 students are ELLs (5.63%). The ESL Pull-Out program at P.S. 115Q enables students in Kindergarten through Fifth grade to receive additional rigorous enrichment in reading, writing, listening and oral language. Currently there is one full time ESL teacher, Ms. Danielle Keller, who is fully certified to teach ESL Elementary Education. When new admits enter P.S. 115Q, the ESL teacher screens them for participation in the ESL program. Certified licensed pedagogues have an informal oral interview, with the parents or students, in English or if needed in their native language, when filling out the HLIS Survey. Based upon meeting the criteria of the HLIS (answering other than English on one question on questions 1-4 and two on questions 5-8), if other than English is checked off on the survey, new admits are then assessed by the ESL teacher using the LAB-R (Language Assessment Battery-Revised) within the first 10 days from their admit date. If a Spanish speaking student doesn't pass the LAB-R, the student is also administered the Spanish LAB-R within the first 10 days from their admit date. The ESL teacher also double checks who have to take the LAB-R on the RLER report from ATS which list students eligible to take the LAB-R. The ESL teacher enters the OTELE code into ATS. Then, a copy of the HLIS is made and put into the main office. Then, the original is put into the students' cumulative record folder. If students score below proficiency (i.e., beginning, intermediate or advanced level) they are then identified as an ELL. The new ELL students' parents are invited to an orientation, within the first 10 days of their child's admit date, where parents are informed about 3 different programs (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and make a decision of which program to enroll their child.
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.  
The ESL teacher offers parent orientations at the beginning of the school year (September 2013) for all new ESL students' parents. If parents can't attend the orientation the ESL teacher calls the parents to schedule a one-on-one orientation meeting at their convenience. During the orientations many documents are discussed as well as the different programs that are available. In

addition, the teacher gives a hand-out containing ways to encourage reading at home, Dial-A-Teacher and helpful ELL websites. Parents view a video that explains the three program choices they have to choose from. The video is shown in their native language if available. If their native language is not available we also have translators in the school staff that are willing to help with translation. They are given the Parent Survey Selection Form and are given the option to fill it out after the meeting or at home. As new students enter during November 2013 to June 2014, the ESL teacher schedules one-on-one orientation meetings to inform the parent of their choices.

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](#)].)

To ensure that parents are receiving entitlement letters the ESL teacher attaches a tear-off, with the parent's signature on it, to be returned to her stating that their child will be receiving ESL services. The tear-offs are located in the ESL binder. When the ESL teacher distributes the Parent Survey and Program Selection the teacher documents when she sent it out and when it was returned. If it is not returned in a timely fashion the ESL teacher will contact the parents using the Translation Unit. The original copy of the survey is put into the students' cumulative folder and the ESL teacher has a copy for her records in her ESL binder. If the student is a transfer ELL the ESL teacher contacts the previous school and requests the Parent Survey.

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.

In order to maximize English language acquisition for English Language Learners they are grouped by proficiency level and grade level. Beginner and Intermediate level students are seen for 360 minutes per week, which comes out to be 8 periods a week. Two periods back to back of ESL are scheduled to amplify the rigorous English language instruction. Advanced level students are seen for 180 minutes per week, which comes out to be 4 periods a week. For new admits, the level of proficiency the child is on is discussed with parents during the orientation at the beginning of the school year, in their native language if it is available. For students that are continuing ESL services receive this information on the entitlement letters sent home, with a tear-off, in their native language if it is available. The ESL teacher has these tear-offs located in her ESL binder. This is in alignment with the New York State ESL/ELA allotted instruction time based on the students' proficiency level.

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.

Student's, who are receiving ESL services, in the spring, take the NYSESLAT (New York State English as a Second Language Achievement Test) to assess their language proficiency for the following school year. To ensure all ELLs take the NYSESLAT, the ESL teacher obtains a RLER report from ATS which lists all ELL students eligible to take the NYSESLAT. To guarantee all four components of the NYSESLAT (Listening, Speaking, Reading and Writing) are administered the ESL teacher makes a roster for each component. A certified licensed pedagogue administers the Speaking component and the ESL teacher administers the Listening, Reading and Writing components. Once the student takes a component of the exam, the ESL teacher checks off that students name on that components roster. This is done until each student has a check next to their name for each component of the NYSESLAT. On this exam, if a student scores below proficiency, they are still considered an ELL and continue the program they are taking. If they score at or above proficiency they are now considered a FELL (Former English Language Learner) and enter a general education program. The ESL teacher, Ms. Danielle Keller, administers both of these exams (LAB-R and NYSESLAT).

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.  Currently at P.S. 115Q Freestanding English as a Second Language Pull-Out program is offered and consistently parents have been requesting the ESL program. Of this school year, on the Parent Survey and Program Selection form, 9 parents out of a total of 9 selected the ESL program as their first choice. All of the parents opted out of the bilingual program. Last school year, 12 parents out of a total of 12 selected the ESL program as their first choice. The program currently offered at P.S. 115Q, Freestanding English as a Second Language, is in alignment with all of the parent's requests and they are happy with the existing program. As per ASPIRA consent decree, if 15/20 students of the same language group in one or two contiguous grades whose program selections show bilingual education, then the school must have a bilingual education program.

## 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])?
 

P.S. 115Q has a Pull-Out E.S.L Program. Students are grouped by proficiency and grade level. We have 5 groups in total: Beginner and Intermediate grades K-2, Beginner and Intermediate grades 3-5, Advanced grades K-1, Advanced grade 2 and Advanced grades 3-5. Our ELL program breakdown by grade level is: 5 Kindergarteners, 10 First graders, 9 Second graders, 5 Third graders, 1 Fourth grader and 6 Fifth graders (total 36 students). Out of the 36 ELLs 7 students are in Special Education. 32 of the ELLs are newcomers (receiving service 0-3 years) and 4 of the ELLs are receiving services for 4-6 years.
  
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)?
 

The Beginner and Intermediate groups are seen for 90 minutes four times a week, which totals to 8 periods a week (360 minutes). The Advanced groups are seen for a period of 45 minutes four times a week, which totals 4 periods a week (180 minutes).

The classroom teachers who have ELLs in their class are given a schedule of the times when those students will be pulled-out for ESL services. The teachers are aware of proficiency-levels of their ELLs. In addition, they know that beginner and intermediate ELLs will be getting 360 minutes a week of ESL services (8 periods) and advanced ELL's will be getting 180 minutes a week of ESL services (4 periods). Advanced ELLs get 180 minutes of ELA instruction per week as required under CR Part 154.
  
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.
 

In our ESL program instruction is only in the English language to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, puppetry, music, repetition, visual aids, Total Physical Response and Choral speaking. All ELLs receive 25% support of their native language with the use of different language glossaries in math, science and social studies, different language dictionaries and different language independent reading books. Multiple interactive English language development researched based programs are used such as Carousel of IDEAS, Leap Frog's Language First and Rosetta Stone. Carousel of IDEAS is an age-appropriate multileveled program of ELLs that is used for group instruction. It has research-based readings and language skills instructed together with innovative strategies for ELLs to encourage academic achievement. The Leap Frog's Language First program is implemented by using engaging audio, text and activities to motivate students to interact and learn the English language. Individual students and small groups use this program. The program matches students to just-right text, motivates students to read independently and teaches reading strategies. The Rosetta Stone language-learning program is utilized by immersing students into the English language with building vocabulary, syntax, grammatical forms and language learning strategies. This program is used for both group and one-on-one instruction. The topics for instruction are based on what classroom teachers are implementing in content areas within alignment of the Common Core Learning Standards. What is also implemented in instruction are specific skills students need to improve based on data from authentic assessments. To meet the demands of the Common Core Learning Standards students will perform multi-step tasks that require high-order thinking which are in alignment of the CCLS. During these tasks students will learn to make connections to texts, use prior knowledge, indulge in accountable talk, use of thinking maps to create authentic writing pieces and make inferences. Some tasks will be done in small groups where students will learn to solve problems by collecting, organizing and analyzing data. Rigorous tasks will end in a published product such as a report, an essay, response to literature, a presentation or a project.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We assess Spanish ELLs in their native language only when they enter the ESL program. They are administered the Spanish LAB-R, if they didn't reach a proficiency level on the English LAB-R, to see how fluent they are in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year ELLs participate in listening, speaking, reading and writing classroom assignments and assessments in their classrooms' and the ESL classroom.
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).

We do not have any SIFE students this current year but if we did we would also have them attend a small group period. During this small group period, students encounter differentiated instructions in tasks using visuals and hands on activities to promote confidence in their academics of English language. They will also participate in Extended Day, Title III ESL After-School, AIS Math and ELA After-School, and any other After-School programs designed to improve performance in ESL, ELA and Math (pending the budget). They are also paired with other students that can help them with specific skills in reading and writing.

When a Newcomer enters the school they are immediately (within the first ten days from their admit date) tested in the LAB-R and placed in the parents selection choice or ESL program according to what level of proficiency they tested. ELLs are also partnered with another student that speaks the same native language as them. This is done so they are not overwhelmed by the cultural shock. In addition, many visual aids are used to elicit language development such as enrichment vocabulary building hands-on activities, using reading and writing rods and books on tape. They also participate in Extended Day, the Title III ESL After-School and any other After-School programs offered. All letters for these programs are translated into their native language (if available). To prepare them to take the ELA testing the teacher reviews practice test so students are aware of what the test will look like. They are also taught different test taking strategies to use for reading comprehension and writing responses. Students are also encouraged to attend AIS Math and AIS ELA After – School for extra help in taking the state exams.

ELLs receiving service 4 to 6 years in the ESL program are placed in small groups and instruction is differentiated according to the students specific needs to improve their language development based.

If an ELL is in the ESL program for a long term (beyond 6 years) they will receive an extra period of ESL of small group instruction. During this extra period they will receive targeted instruction on improving their reading and writing skills. Throughout their regularly scheduled ESL classes they will be paired with other students that can assist them in improving reading and writing skills.

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?

We use instructional strategies and grade-level materials with ELL-SWDs that both provide access to academic content areas and accelerate English language development. Some instructional strategies used with academic content are differentiation, scaffolding, repetition, labeling, using graphic organizer, peer partnerships and having leveled libraries. The grade-level materials we use are researched based program such as; Leap Frog's Language First -Read All About It Program, Learning Well Reading Comprehension Program, Hot Dots and Building Skills Puzzles. These programs include hands-on language activities using academic content. The Leap Frog's Language First "Read All About It" program is motivating students to learn about non-fiction age- appropriate topics and building their language skills. An innovative way to build reading comprehension skills such as inferencing, main idea, sequencing, cause and effect, following directions, logical reasoning and predicting outcomes we implement the Learning Well Reading Comprehension board games. To encourage students to work independently on building their language skills we use the "Hot Dots" program. There are phonics flash cards with the following topic; vowels, variant vowels, consonants, blends and digraphs, reading readiness and word families. In addition, there are reading comprehension cards such as: getting the main idea, noting and recalling details, drawing conclusions and predicting outcomes, using context clues, finding the sequence, finding cause and effect and making inferences. The Basic Skills Puzzles are a fun and effective way to improve reading and language skills. This hands-on puzzle motivates students to learn homophones, homonyms, irregular plural nouns, antonyms, the alphabet, rhyming words, compounds, consonant blends and digraphs and silent consonants.

We also use many math manipulatives such as, fake money (bills and coins), counting blocks, pattern blocks, analog clocks and counting sticks. This engages students with hands-on materials, visuals and rhymes to build problem solving skills.

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?

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELLs that are identified as having special needs as to hearing, visual, behavioral and learning disabilities are taken into account in the ESL classroom. Students with hearing and visual impairments are given preferential seating to accommodate their special needs. Students that are disruptive and have behavioral disabilities are given a behavioral chart and good or bad behavior is recorded. For good behavior, the student is praised. For bad behavior, the student is asked to think about their actions and how they can improve their behavior. Students with learning disabilities are given positive reinforcement and repetition on the topic being taught with visual aids or educational learning activities. To build and improve certain skills teachers conference with the students on a one on one basis. Repetition is very important to not only learning disabled students, but to all students.

**Courses Taught in Languages Other than English **

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

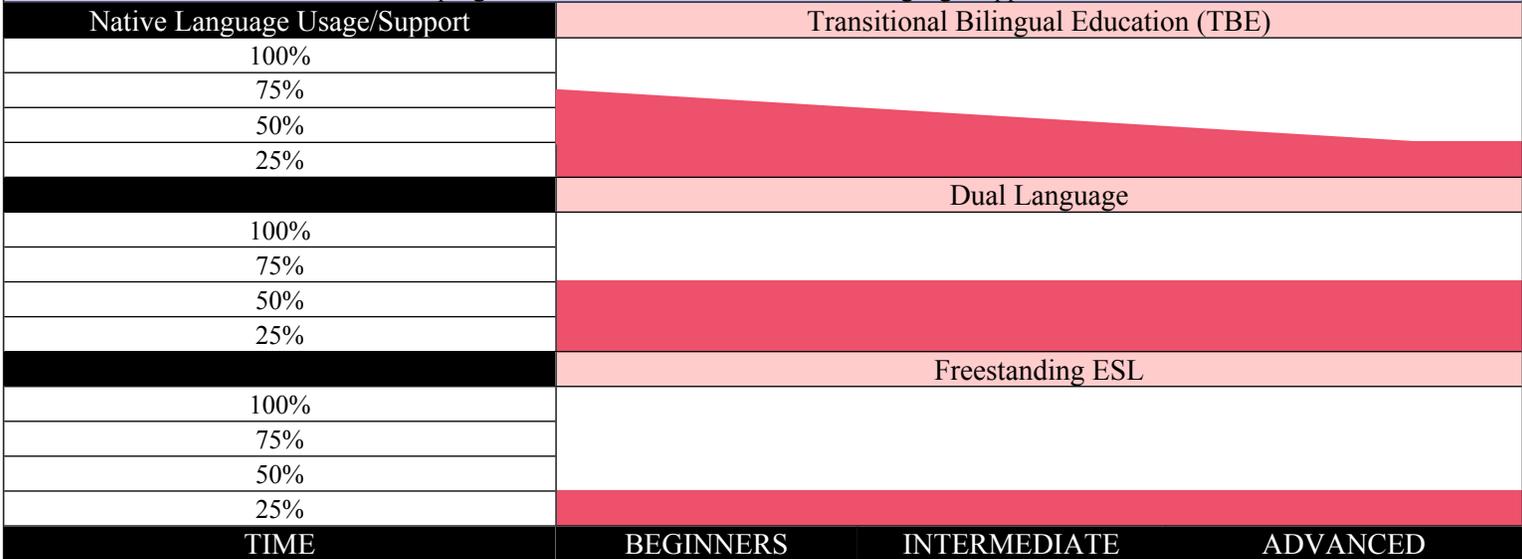
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
- Since ELLs are required to take all state exams after being in a NYC school for one year, supplemental services are provided to maximize performance on these exams as well as language development. We provide translators (if needed) for ELLs when taking the Math state exam. SPELL's also receive certain on their I.E.P. such as separate locations, time-and-a half, double time, directions read and reread (not on ELA exams) , questions read and reread (not on ELA exams) and answers read and reread. Teachers and students, using English, also utilize Accelerated Reader in the classroom and at home to build independent reading skills and comprehension of the English language. In the English language we conduct A.I.S. after school programs, which are offered at different times of the year. We have three different A.I.S. programs: ELA, Math, and Science. The ELA and Math A.I.S. programs are offered in the winter months and the Science A.I.S is offered in the spring months. These A.I.S. programs provide innovative strategies for ELLs to encourage their improvement in academic achievement. In addition, ELLs are also encouraged to attend Extended-Day to have extra small group instruction to build their English language skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P.S. 115Q current ESL program is effective by showing gains on the NYSESLAT, formal and informal assessments, classroom assignments in both content and language developments. We have high expectations for our ELLs in developing English language skills and to build background knowledge in content areas by using theme-based instruction to relate to their experiences. Our ELLs are motivated and take what they learned in the ESL program and apply it to all of their academic areas. The number of ELLs in a group is no more than 10 which is beneficial and effective by being able to work on individual needs. By scaffolding learning and using all the differentiated ELL reading, writing, speaking and listening manipulative ELL not only learn the language but they retain what is taught. Teachers work in collaboration reflecting, planning and sharing when an ELL made a gain in their academic areas to monitor implementation and progress.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be implementing Waterford for K-2 to assess reading, writing and keyboarding skill, Ji Ji ST Math for 1-4 to improve math concepts, Ready Gen for K-5 as the literacy program, Go Math for K-5 as the Math program and Datacation to assist in analyzing data and having a parent connection.
12. What programs/services for ELLs will be discontinued and why?
- The programs and services for ELLs are intact except for LAS Links and Study Island due to our services expiring.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of the after-school and supplemental services offered to ELLs have equal access due to the letters about these programs are translated and they are free programs. In the English language we conduct E.S.L. and Robotics after school programs, which are offered at different times of the year so all can have the ability to attend. The E.S.L. Geocaching After School Program is offered only to ELLs and it provides innovative strategies for ELLs to encourage their improvement in academic achievement. The Robotics After School Program is only offered to third, fourth and fifth graders and is a fully hands-on program that integrates various learning standards in the areas of science, math, mechanics, engineering, computer programming, teamwork and management skills (pending on funding). In addition, we have a Samuel Field "Y" After School Program, which is offered to all students everyday of the week (even on days when school is closed). This program provides a well-balanced and comprehensive array of activities, homework help and programs that support the academic, social, emotional and recreational development of school age children in the 21st century. All ELLs are offered to participate in any extracurricular activities at P.S. 115Q. We have Art, Music, Media Center and Computer classes that ELLs attend on a weekly basis. In addition, we have Dance and Chorus/Theater classes, which are offered monthly and are followed by a performance. We also have a school basketball team, "The Bulldogs" and cheerleaders offered to all 5th graders.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The ESL teacher uses instructional researched based materials in the ESL program which include Daily Word Problems, Leap Frog “Language First”, "Read -It-All" books and the "Phonemic Awareness" series , Houghton Mifflin “Vocabulary Readers” and Houghton Mifflin “Leveled Readers”, Getting Ready for the NYSESLAT and Beyond (Attanasio & Associates), Longman Cornerstone, Reading Comprehension and Phonics Educational Insights, CAROUSEL of IDEAS, Learning Well Reading Comprehension, Hot Dots, Basic Skills Puzzles, SMART Board and Rosetta Stone programs. All of these researched based programs can be used during the ESL period for whole class, small group and individual instruction.

Evan-Moor's Daily Word Problems Math program is a frequent, focused practice of math word problem skills that are in alignment of the Common Core Learning Standards.

Leap Frog “Language First” is a multisensory program specifically to motivate ELL’s in development of the English language. For the lower grades, the program has 9 different themes (Food, Animals, Nature, Neighborhood, About Me, School, Home, Travel and Helping Others) with interactive books and cartridges which students could connect text to pictures. These books come in four different levels: Level 1 Beginner, Level 2 Early Intermediate, Level 3 Intermediate and Level 4 Advanced. This program provides ample opportunities to listen to English in meaningful contexts appropriate to students' levels of proficiency. Within the books the text moves from simple to complex language structures, with emphasis on vocabulary development in contexts that are meaningful to the lives of the ELLs. It allows children to be interactive with language in print-rich environments in comfortable, engaging settings.

In addition, we have the "Read-It-All" non-fiction Leap Frog books with cartridges. It is an interactive high interest/low-level reading series. This is mainly for grades 2-5 containing 12 different non-fiction themes ( Amazing Animals, Faces in Faraway Places, Mysteries of the Past, Amazing Inventions, Nature's Fury, Outdoor Adventures, Wonderful, Weird Work, It's a Mystery!, Awesome Athletes, Masters of Survival, Out-There Scientists and American Heroes. This program provides assistance in improving text to picture connection, expanding vocabulary, reading comprehension and writing mechanics.

The Leap Frog "Phonemic Awareness" series is a six-book program with direct instruction and practice with essential phonemic awareness skills. The topics that are implemented consist of Attending to Sound, Word Segmentation and Rhyming, Syllables and Onset-Rime, Phoneme Matching, Phoneme Blending and Phoneme Manipulation. This program helps all newcomer ELLs to learn to read, spell and using innovative reading strategies.

Houghton Mifflin “Vocabulary Readers” is produced specifically for children who are reading below grade level. This program is designed to experience nonfiction reading through engaging visuals, vocabulary building, oral language lessons and vocabulary expansion lesson to deepen word knowledge.

Houghton Mifflin “Leveled Readers” are geared to raise the achievement of each reader. The texts are diverse to adhere to flexible reading groups to strengthen independent reading, build fluency and expand reading experiences. It also allows students to apply skills and strategies at their own instructional level.

Getting Ready for the NYSESLAT and Beyond books are on grade levels from K to 5th grade. These books are used to familiarize students with the structure of the NYSESLAT and the ELA. It has ongoing assessment activities to measure progress in attaining English language proficiency. It also helps ELLs in grades 3-5 to have an easier transition from the NYSESLAT to the ELA test.

The Carousel of Ideas is an English language development program. It is an age-appropriate multileveled program for ELLs. It has research-based readings and language skills instruction together with a balance of content area readings.

The Reading Comprehension and Phonics Educational Insights programs are exciting hands-on activities that engage students in strengthening their reading comprehension and phonics skills.

The Learning Well Reading Comprehension board games is an innovative way to build reading comprehension skills such as inferencing, main idea, sequencing, cause and effect, following directions, logical reasoning and predicting outcomes.

The "Hot Dots" program is a hands-on to encourage students to work independently on building their language skills. There are phonics flash cards with the following topic; vowels, variant vowels, consonants, blends and digraphs, reading readiness and word families. In addition, there are reading comprehension cards such as: getting the main idea, noting and recalling details, drawing conclusions and predicting outcomes, using context clues, finding the sequence, finding cause and effect and making inferences.

The Basic Skills Puzzles are a fun and effective way to improve reading and language skills. This hands-on puzzle motivates students to learn homophones, homonyms, irregular plural nouns, antonyms, the alphabet, rhyming words, compounds, consonant blends and digraphs and silent consonants.

With purchasing technological instructional programs such as, the Rosetta Stone software and a SMART Board, students will have high a high success rate in learning English because of its multi-sensory approach that utilizes visual, auditory, kinesthetic and tactile modes. The Rosetta Stone program purchased is from the beginning level of the English language to the advanced

level of the English language. This software is designed to teach language using pictures to establish meanings of words and phrases. Grammar, syntax and vocabulary are taught through real-life examples so students will retain the new information. The program presents new information systematically so new words or grammatical forms are easily identified and understood. The SMART Board will enhance learning through interactive hands-on lessons in listening, speaking, reading and writing in the English language. With the SMART Board, students will be actively engaged through their English language learning process.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our ESL program, the student's native language is supported by learning about their language and culture as a class. Students are asked to make connections with English words and phrases to their native language. We also have dictionaries of different languages for newcomers to help assist them in learning English. In the ESL classroom we have picture cards in multiple languages to help students increase their English vocabulary by making connections in English and their native language. In addition, we have bilingual glossaries for students to use in class and to take home for math, science and social studies.

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

Required services support and resources correspond to ELLs' ages and grade levels when appropriated with their proficiency level on the LAB-R or NYSESLAT. In addition, many of the resources state which ages/grade level it is appropriate for including the CCLS.

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.

To assist newly enrolled ELLs before beginning the school year the parent coordinator gives one-on-one tours, during the summer, to assimilate new students. He also gives a folder with information of the school including the demographics, rules and regulations, dismissal times and locations and his business card.

18. What language electives are offered to ELLs?

At P.S. 115 the only language program offered to ELL's is the Freestanding English as a Second Language pull-out program where the sole language of instruction is English.

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.

At P.S.115 there is only one ESL fully certified teacher. She receives, on a monthly basis, Professional Development emails from the Office of English Language Learners. She chooses which P.D. to go to with discretion to the importance of the workshop. This year she will attend "CCLS Mathematic Institute for Elementary Teachers of ELLs" which is a six session workshop (on a waiting list). In addition, the ELL teacher is sent to ELL Professional Development Network Leaders workshops (monthly). So far she attended workshops on September 18th and October 16th. In addition, she will attend monthly PPT meetings and faculty meetings. In December and January the ESL teacher will have workshops for the content area teachers based on the information learned from the Math CCLS ESL workshop the teacher has attended. These workshops will help inform the content area teachers about the implementation of the math CCLS strategies used in the ESL classroom. In addition, content area teachers will learn alternative approaches when teaching ELLs, such as creating open-ended learning opportunities that lead to student-directed activities, critical thinking and collaboration with peers. To help staff when ELLs from P.S. 115Q transfer to middle school their cumulative records go with them. In their cumulative record they have their original Home Language Identification Survey, Parent Selection Survey and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school. Also the Common Core State Standards help in this transition since it scaffolds academic content skills. Professional development opportunities are offered to all school staff members during Workshops, Staff Development, Vertical Teacher Team meetings, Faculty meetings and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. All new teachers have documentation in their permanent file that states they have received 7.5 hours of ELL training.

## 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?

In the school community there are many services provided for our ELL students and their parents. At the beginning of the school year each grade hosts a Curriculum Orientation meeting. Parents meet with their children's teachers and are informed about what their child would be learning this year. There are also 2 to 4 ESL parent workshops a school year giving parents different strategies to help their children at home in learning English. To help the parents using these workshops we have translators available that speak Spanish, Chinese (Cantonese or Mandarin), Punjabi, Hindi, Urdu, Bengali, Arabic and Malayalam. We also promote an Adult ESL workshop offered at P.S. 26. Parents are also encouraged to attend a monthly PTA meetings and SLT members meetings. There is also an Early Learner workshop where parents are given a handbook containing reading, math and socialization strategies. The parent coordinator has a distribution email list to contact parents about up-coming workshop and vacancies on the C.D.E.C.

We have partnership with Community Based Organizations to provide services for the ELL parents. FACE and the UFT provides literacy workshops for parents to become involved in their child's education. P.S. 115 also utilizes the Over-the-phone Interpretation Services when contacting an ELL parent. In addition, we also promote parents of ELLs to attend Free Adult English as a Second Language workshops P.S. 26Q.

To evaluate the needs of the parents they are asked to fill out feedback or questionnaires. We also have parents fill out the Language Needs Survey to identify what language parents would like to receive written information from the school and oral communication with school staff. This information is entered into ATS. The parent coordinator and some teachers communicate via email about any concerns the parents may have. In addition, parents also communicate with classroom teacher through the students homework notebook on a daily basis. We also communicate with parents during parent teacher conferences, S.L.T., P.T.A. meetings, school functions such as Multicultural Day.

To promote parent involvement, of the entire school, the parent coordinator offers an average of 3 parent workshops serving various purposes and needs to support education. Translators are available to help assist parents during the workshops. (Languages available are mentioned in paragraph 1) In addition, bilingual math, science and social studies glossaries are sent home in their native language if available. There are many opportunities for parents to become involved in their child's school by being part of the SLT, PTA, going on a class trip or being a class parent. Also, at PTA meetings the agenda has topics for parents to be proactive in their child's education and learn about new programs or ways to help their children do well in school. Many of the hand-outs during the PTA meetings are translated into different languages. Many parents assist other parents that speak the same native language when translation services are needed. We also utilize the Translation Unit when in-house translators are not available. Also, during the PTA meetings we offer services to watch school age children while the parents attend the PTA meeting. We promote Dial-A-Teacher to parents and students to help them with homework issues. In addition, we encourage parents to use the ARIS parent link which shows the progress of their child's skills on the ITA's (Soon Engage NY will replace ARIS).

## 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: The Glen Oaks School**

**School DBN: 26Q115**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen A. Sciortino	Principal		10/28/13
Gregory Filippi	Assistant Principal		10/28/13
Kevin Burke	Parent Coordinator		10/28/13
Danielle Keller	ESL Teacher		10/28/13
	Parent		10/28/13
Maria Cavas	Teacher/Subject Area		10/28/13
	Teacher/Subject Area		10/28/13
	Coach		10/28/13
	Coach		10/28/13
	Guidance Counselor		10/28/13
	Network Leader		10/28/13
	Other		10/28/13

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

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

DBN: 26Q115 School Name: The Glen Oaks School

Cluster: CFN535 Network: CEI-PEA

**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**

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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.

The student population of P.S. 115 Q is made up of different Indian, Spanish, and Asian dialects. To find out this information we looked at the data on the Home Language Identification Survey (HLIS) and on the Ethnicity Form. Every child has to have these forms on record since their first day of school. The data from the HLIS is recorded into ATS and a copy of each survey is filed in the main office to maintain whether the parent requires language assistance. To increase the level of communication forms that are sent home are translated into Punjabi, Urdu, Bengali, Hindi, Spanish, Chinese and other Indian dialects when possible. All forms have the English and their Native Language translations to ensure interpretation of the information. During PTA meetings translators are available to insure communication.

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.

The 36 parents of ELL's are given a letter asking what language they prefer notes to be sent home in. The majority of the letters being translated are in Chinese, and Spanish. The ESL teacher gives each ELL student the letter in their native language.

There are 5 parents that requested notes to be sent home in Spanish translation and 2 parents for Chinese translation. The other parents requested that the notes be sent home in English. The ESL teacher insures that letters are sent home in the written translation requested. During Parent/Teacher Conferences translators of Punjabi, Hindi, Chinese and Spanish are available to help with oral translation.

## Part B: Strategies and Activities

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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.

To translate forms to be sent home, the forms are first given to the ESL teacher. Then, the ESL teacher gives the forms to our in-house school staff translators of Punjabi, Hindi, Spanish, Arabic, Bengali, and Chinese (Cantonese or Mandarin). These forms are always given to the translators 1 week in advance to ensure timely provision of translated documents to the parents. If we need to translate a form for a much later date that form would be sent to the DOE translation unit. In addition, when forms are available on the Internet in different languages they are downloaded in the languages needed. If the languages we need are not available on the Internet, the DOE translation unit or in-house translators then we use an outside vendor for translations.

In addition, for all newcomer ELL's, the ESL teacher calls these parents (with a translator if needed) to discuss if their child will benefit from having the Math State exam orally translated into their native language. The ESL teacher also discusses this with the ELL.

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.

Teachers are provided with the Translation Unit telephone number to assist oral communication with parents in their native language. In addition, in-house oral translation is provided by school staff in Punjabi, Hindi, Urdu, Bengali, Malayalam, Arabic, Spanish and Chinese (Cantonese or Mandarin). We also use "Legal Interpreting Services", an outside contractor, to translate Math State exams for students who will benefit from the translation assistance.

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>.

At P.S. 115Q we fulfill Section VII of the Chancellor's Regulations – A663 regarding parental notification requirements for translation and interpretation services. The parents were notified by letter of the translations available in-house. New admits/transfers complete a Home Language Survey indicating the language they want to receive written communications.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: The Glen Oaks School	DBN: 26Q115
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 23
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The instructional Title III Program is the E.S.L. Geocaching after-school Program. One certified E.S.L teacher, using English as the sole language of instruction, teaches the program. It's offered to all ELLs in grades 2-5 (about 20 students). After review of data we identified 3 former ELL's for which we plan to provide additional support by being proactive and inviting them to the Title III after-school program. The duration of the program is 40 sessions at two hours a session twice a week (Tuesdays and Thursdays) starting in December 2013 and running until early May 2014. On Tuesdays and Thursdays the only operational after-school program is the Title III program; therefore a supervisor needs to be in the building. To meet the different needs of our ELL's and Former ELL's we will categorize them by grade and level of proficiency of the English language. There will be 2 groups and each group will be seen for 20 two hour sessions.

The focus of our Language Instructional Program will incorporate a thematic approach entitled "Building Geography." This after-school program will provide "Direct Supplemental Instruction" and go above and beyond the core program for our ELL student population. This Academic Intervention for our ELL's will reinforce second language acquisition with activities that are hands-on projects connected with rigorous math, reading and writing pieces. The activities are geared to strengthen independent reading, build fluency with math word problems and expand reading and writing experiences. This year we will continue and expand the geocaching program by focusing on analyzing, making inferences and evaluating different graphs and maps. We will also go on a class trip to The Hall of Science to investigate and explore hands-on experiments. They will also write an authentic writing piece about their experiences at the Hall of Science. To emerge ELLs and have them grow as writers and speakers bridging language and culture in a non-threatening environment the ESL teacher will differentiate instruction based on the students level and needs of the core subjects. This program is a fully hands-on program that integrates various learning standards in the academics of science, math, reading and writing. Students will encounter teamwork and management skills providing a well-balanced and comprehensive array of language activities that support the academic, social and emotional development of ELL children in the 21st century.

This year we will purchase Evan-Moor Daily Word Problems Math materials and IXL services. This will be utilized only during the Title III after-school program and will be locked up when not being used in after-school. This will benefit the ELL students and the Special Education ELL students due to having math visual aids to improve making connections, building inferencing skills and activate prior knowledge. It will build confidence while students share their authentic graphs or writing pieces. In addition, on several Special Education ELL students have noted on their I.E.P. that they benefit from the use of visual aids.

### Part B: Direct Instruction Supplemental Program Information

We will also purchase from National Geographic "Mapping North America" non-fiction books to build knowledge of North America's geography. We will also integrate multicultural resources from "ASIA FOR KIDS". Books in different languages and videos of different cultures will encourage and emerge our Newcomer, Beginner and Intermediate students to be comfortable with reading in a school setting.

It is our sincere expectation that, with this program, our ELL students will learn skills in literacy, math, mapping, technology, science, and socialization. The rationale for the selection of the programs/activities comes directly from our C.E.P. Our objective, in the C.E.P., is to provide innovative strategies for ELL students, which encourage their improvement in academic achievement.

### Part C: Professional Development

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

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

Begin description here: During the months of November 2013 through April 2014, professional development will be offered to classroom teachers on Thursday afternoons. One meeting per grade will be conducted once a month each month one grade will be offered professional development. The topics will be grade specific on "learning strategies to improve ELL's listening, speaking, reading and writing skills in the general classroom". This will help improve the ELL's confidence and the amount of participation in the classroom during independent and group activities.

### Part D: Parental Engagement Activities

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

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

Begin description here: For all ELL parent workshops, parents are notified with a translated letter (if available) inviting them to attend the workshop. They are asked to fill in the tear-off if they will or will not be able to attend the workshop. In addition, translators are available during the workshops. The ESL teacher will have 2 parent workshops for parents of ELLs. In January 2013 the ESL teacher will discuss the NYSESLAT and the different skills in each modality of the exam. To be proactive, parents will also be informed on how to go on various websites to assist them in building knowledge of ELL resources. In February the ESL teacher will have a workshop on how to build fluency in Listening, Speaking, Reading and Writing skills. The parents will encounter hands-on activities in which they will be able to utilize at home with their children. The ESL teacher invites all ELL parents that have children attending the Title III after school program to the last session of the program. They will be instructed by

**Part D: Parental Engagement Activities**

the ESL teacher and their children on what they learned about Geocaching. In addition, they will get hands-on experience with Geocaching and finding an actual cache (a hidden treasure) using a G.P.S. or cardinal directions. Doing so will create conversations amongst the parent and their child on different aspects of Geocaching. This also build and expand the parent and child relationship where the child teaches the parent about Geocaching. The parent and child have mutual admiration. In addition, parents are invited to attend the experience of exploring the Hall of Science in June 2014.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	8,718.70	40 sessions x 2 hours each session x 1 teacher (\$50.19) = \$4,015.20 10 planning hours x 1 teacher (\$50.19)=\$501.90 40 sessions x 2 hours each session x 1 supervisor (\$52.52)= \$4,201.60
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	2,301.30	Class sets - grades 2-5 of Evan Moor Daily Word Problems Math materials  IXL math services
Educational Software (Object Code 199)		
Travel	180.00	Exploration of the Hall of Science 1 trip @ \$180.
Other		
<b>TOTAL</b>	11,200.00	

