

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 100 Q GLEN MORRIS ELEMENTARY SCHOOL
DBN (i.e. 01M001): 27Q100
Principal: LAUREEN FROMBERG
Principal Email: LFROMBE@SCHOOLS.NYC.GOV
Superintendent: MARY BARTON
Network Leader: CHARLES ADMUNSEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

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

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ 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) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2015, students in grades K-5 will show an average increase of 5% on the spring, 2015 Go Math benchmark, when compared to the fall, 2014 Go Math baseline as a result of high, consistent, quality math instruction aligned to the Common Core Learning Standards based on classroom observations, walk-throughs, assessments, and project based learning activities. .

Comprehensive Needs Assessment

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

Our 2013-2014 NYC Progress Report indicates that our students in grades 4 & 5 have made some significant progress in math as a result of our emphasis on improving math instruction during that year. This past year, our students scored 12% above the city and district average. However, the growth for our lowest one-third is less than the growth of our overall population. As such, math instruction needs to remain a priority to ensure continued growth.

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. All teachers meet weekly in teacher teams to assess student work and develop strategies using the Go Math program as a resource to meet student needs. Through the structure of Teacher Teams, teachers use an adaptation of Rounds Protocol to examine student work to deepen professional discussions around curricula; students' needs, and improving teacher practice. During common planning time, teachers work collaboratively, building unit and lesson plans and pacing calendars, based on an evaluation of student work. Our K-5 vertical Math team members serve as liaisons for their respective grades. Through this joint collaboration we are able to keep our school vision focused and on target.
2. Learning partnerships-Math consultant from The Center for Educational Innovation provides demonstration math lessons, follows up with debriefing, then watches classroom teachers teach, providing assistance and suggestions for improved mathematical instruction. In addition, she addresses grade wide needs.
3. Interclass visitation-Teachers observe their colleagues who demonstrate expertise in particular instructional strategies. Follow up by administration to discuss and maintain best teaching practices.
4. Teachers lead teacher professional development-Teachers with expertise in technology based instructional lessons and efficient use of smart board for math instruction work with their colleagues on a differentiated basis, to meet the specific needs of a given group. Instruction begins at the very basic level, and progresses through advanced level. The goal is for all teachers to be comfortable and proficient in the use of available technology.
5. Response to Intervention provides small group instruction for the lowest performing students in the general education population.
6. Go Math is the primary program for our math instruction, infusing Everyday Math with Think Central and Dreambox, providing additional at home and in school enrichment and guided practice.
7. Special Education Teacher Support Services (SETSS) and English as a Second Language program teachers push in and pull out to work with identified students.
8. Saturday Academy-Intensive test preparation for homogeneously grouped students of varying levels. In addition, there will be a technology component, wherein students will be working on individually designed programs to strengthen their math skills and mathematical thinking.

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

1. All staff members meet in teacher teams and work on common planning. One teacher from each grade reports information gathered at weekly meetings.
2. Center for Educational Innovation math consultant Andrea Elsasser and all classroom teachers.

3. Teachers volunteer to be observed by those identified by their teacher effectiveness plans.
4. Trainers and trainees participate on a voluntary basis.
5. Math coach works with small groups.
6. All classroom teachers.
7. SETSS and ESL teachers
8. Saturday Academy personnel will be using Continental Get Set for Math.

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

1. During teacher teams, teachers set pacing goals. Administrators will review grade level log binders which track findings. AT weekly meetings, student progress is discussed to determine changes to the curriculum. Each week members of vertical team presents expectations to the grade teams. Vertical Team log binders are kept to record information discussed and administration responds weekly.
2. Regular follow-up debriefing sessions occur between math consultant, teachers and administrators. Through future observations, administrators will monitor teacher effectiveness.
3. Rounds protocol occurs monthly and administrative observations are used to discuss effectiveness.
4. During other professional work teachers provide technology support.
5. Two times a week, intervention is provided and monitored.
6. In addition to the Department of Education's fall and spring periodic assessments, Go Math benchmark assessment are given three times a year, with continuing progress monitoring through chapter checklists and daily quick check for lesson specific objectives.
7. Monthly meetings of special education providers and general education teachers.
8. Weekly Saturday program to support student needs ongoing checks with teacher.

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

1. September 2014-June 2015, Teacher Teams occur Monday during extended day. In addition, periods are set aside weekly within the school day for common planning. Vertical teams meet once a week during scheduled professional period times.
2. October 2014-May 2015, schedule varies by grade and need.
3. Ongoing as needed, October, 2014-June 2015
4. Ongoing as needed, beginning October 2014.
5. Daily, 45 minute periods, from October 2014-May2015
6. 90 minute math block daily, from Sept 2014-Jun 2015, Think Central and Dreambox are determined by student need and parental involvement
7. September 2014-June 2015
8. 2 hours/Saturday from January 2015-April 2015

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

1. Monday afternoons, during professional development, vertical teams built into school day, common planning built into schedule for every grade.
2. During the scheduled math block, consultant pushes into the classroom. Teachers are provided with coverage for follow up debriefings.
3. During teacher preparation periods, they observe other teachers.
4. Tuesday afternoons, during other professional work time, teachers voluntarily participate in training.
5. Two times per week, homogenous groups of children go to math coach for instruction.
6. Each grade has a 90 minute time frame within which to implement the day's Go Math. Some of the self-contained special education students are mainstreamed for math, and receive math instruction in a general education class.
7. IEPs dictate schedules for SETSS students and ELL mandates dictate ESL push in and pull out schedules.
8. Instruction focuses on skill deficits and introduction of various strategies to help students in areas of need

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 Engagement Tuesdays and workshops are given by teachers & coaches on curriculum, testing, and at home on-line skills practice programs. The parent community is informed of instructional gaps thorough our progress reports, and newsletters. Dreambox is an at home game based math skills practice. Periodic progress reports include an overall objective and at home suggestions for additional math practice. Regular correspondence via School Messenger system. Parent volunteers in the classroom

Budget and Resource Alignment

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

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

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

As a Title 1 School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title 1 funds. Title III, Title IIA, and Human Resources to implement this action plan from September 2014 to June 2015

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, 2015, 60% of all K-5 students will show an improvement in reading as evidenced by an increase of at least 2 reading levels, as demonstrated by their June 2015 Teachers College Reading Writing Program (TCRWP) Assessment compared to their September 2014 assessment.

Comprehensive Needs Assessment

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

During 2013-2014 school year students in grades K-5 showed less growth in their reading levels based upon TCRWP assessment as compared to peers. The 2014 NYS ELA indicated that approximately 34% of our students are meeting the standard. The fall 2014 TCRWP assessment results indicate that on average, 51.5 % of our students are below grade level.

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. All K-5 classroom teachers will be utilizing a combination of components from Reading Street and Ready Gen programs. The Reading Street program serves as our primary instructional program, while we infuse elements of the Ready Gen for enrichment and intervention.
2. Our classroom teachers engage in guided reading each day, to support students' needs.
3. We have a school wide flex period, wherein all teachers engage in small group instruction. Teachers pull out students from different classes based on need, providing Tier 2 instruction.
4. We have an RTI lab, where Tier 3 RTI students work on the MindPlay computer program that focuses on all elements of reading: phonemic awareness, phonics, fluency, comprehension, vocabulary and grammar. The program will adjust its instruction based on student errors and strengths. Students' progress through various levels of each component, until they complete the program. Students will rotate out of the program upon completion.
5. An AIS teacher will work in small groups with those students who are not able to utilize the MindPlay program in isolation.
6. We have a lab for special education students in which they utilize computer programs and assistive technology to address their unique needs and receive small group instruction.
7. Our Saturday Academy works to strengthen writing and comprehension skills of students of varying abilities. Approximately 15 students are in a group, and they are grouped according to need.
8. ESL instruction is provided by push in and pull out groups.

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

1. All classroom teachers use the Reading Street and Ready Gen programs. Grades 3-5 will also utilize NY Ready & NY Rehearsal Plus test preparation materials.
2. All classroom teachers use Reading Streets guided component.
3. All teachers, both in classroom and out of classroom personnel, are involved in our Flex period. They are focusing on decoding and comprehension skills.
4. RTI Tier 3 teachers use MindPlay Virtual Reading Coach program.
5. Teachers use phonics based instructional techniques.
6. Special Education teacher uses language based computer programs, Simon Sound It Out & Linqi Systems
7. Saturday Academy teachers will be using NY Ready program.
8. ESL teachers use Imagine Learning and Santillana Spotlight on English.

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

1. Mid-year and end of year TCRWP assessment for all students. Additional reading assessments as needed to ensure students are on correct level books.
2. Daily formative assessment, regrouping as needed.
3. Monthly review. As student skills improve, they are rotated out of the program and new students are serviced.
4. MindPlay baseline, progress monitoring every other week, daily student reporting and benchmarks assessments within the program
5. Teacher Created materials
6. Simon Sound It Out & Linqi System phonics programs with build in progress monitoring

7. Ongoing informal teacher evaluation with the New York Ready program
8. NYSITELL or NYSESLAT results combined with teacher created conference notes and observations of verbal communications among peers are used to group students.

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

1. September 2014-June 2015, Test preparation is December 2014-April 2015
2. September 2014-June 2015
3. September 2014-June 2015, Monday-Thursday
4. Students attend the lab 5 times per week, for 45 minute periods. Cycles are approximately 12 weeks, but vary according to child's pace. Students will rotate in and out of the program from September 2014-June 2015.
5. September 2014-June 2015, three times a week
6. Students go to the lab 3-5 times per week, from September 2014-June 2015
7. Saturday, January 2015-April 2015
8. September 2014 to June 2015

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

1. 90 minute literacy block, determined by grade.
2. Structured 30 minute period within the literacy block
3. School wide 40 minute period, 8:15-8:55, Monday-Thursday
4. Students work in lab five times a week, for 40 minute periods, over a 12 week cycle
5. 3 times per week, for 45 minute periods
6. IEP students are serviced according to IEP mandates. At risk students are seen 3-5 times per week.
7. Departmentalized instruction.
8. ELL mandates dictate scheduling of ELL students

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 Engagement Tuesdays, workshops given by teachers, ESL teacher coaches and parent coordinator on a variety of topics including tools to use for helping child at home, test preparation. At home MyOn online reading comprehension skills program. Periodic Progress Reports with suggestions for at home support. Regular correspondence via our School Messenger system. Parent volunteers in the classrooms.

Budget and Resource Alignment

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

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

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

As a Title 1 School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title 1 funds. Title III, Title IIA, and Human Resources to implement this action plan from September 2014 to June 2015

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 2015, the number of infractions will decrease by 3% in the School Wide Information Reporting System (SWIS) as a result of instituting the Second Step curriculum and the Children are Respectful and Responsible Everyday (CARE) program.

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.

According to the statistics from our 2013-2014 SWIS reporting system, which documents lower to higher level misbehaviors, we had 834 infractions of the PS 100 behavior rubric, 165 of which were categorized as major. The social/emotional behavior of students has had a great impact on their academic performance.

Instructional Strategies/Activities

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

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

1. The Second Step curriculum, a developmentally appropriate behavior program, uses proactive preventative measures. It enables students to create a safe and respectful school climate, as well as strengthen students' problem solving abilities and emotional management.
2. A School Wide Information System (S.W.I.S.) is used by the Guidance Counselor to monitor student behavior by location, individual students, time of day, and type of behavior. We established a Reflection Room during all three lunch hours where students can evaluate their choices and receive additional social lessons facilitated by the Guidance Counselor. Students will receive "CARE bucks" for demonstrating both individual and whole class outstanding behavior throughout the day. These bucks are traded in for whole class rewards (lounge time), and used to purchase prizes from our CARE store.
3. There will be quarterly events with each grade to recognize and reward the students who have made the right choices.
4. Reach One Teach One program which is a component of the CARE program wherein teachers mentor individual students with records of discipline code infractions, in a non-academic environment.

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

1. Classroom teachers
2. Guidance Counselor, Principal, Assistant Principals, teachers, all additional school staff
3. Behavior Team
4. Reach One Teach One teachers, as a professional period.

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

1. Weekly lessons focus on building student understanding of behavioral expectations, therefore reducing the number of infractions.
2. The Reflection Room gives students the opportunity to discuss their situation in order to make better choices in the future. The Behavior Committee met to review the school wide, child friendly behavior rubric aligned to the NYC Discipline Code that measures the level and frequency of infractions.
3. Every other month, programs reward students for positive behavior. Additionally rewards and activities for positive student behavior are implemented. The measureable objective will be evidenced by the number of incidents in the 2014-2015 reporting system.
4. Reach One Teach One student SWIS records will be reviewed monthly to determine if reported incidences have decreased in the 2014-2015 school year, as compared to the previous year.

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

1. September 2014 – June 2015 on Friday morning
2. Three times a week October 2014 – May 2015
3. September 2014, November 2014, January 2015, March 2015, May 2015
4. One period per week, from September 2014-June 2015

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

1. Friday morning's during C.A.R.E. behavior period. A teacher survey will provide feedback regarding the C.A.R.E program. Results from the survey will be analyzed to show evidence of the program's effectiveness.
2. Reflection Room is where students go to be mentored on conflict resolution issues and the lessons of C.A.R.E. are reinforced. It is covered by the school guidance counselor.

- 3. Assemblies are held every other month.
- 4. Scheduled professional periods, once a week.

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, the Principal and Assistant Principals will observe teachers at least four times and provide feedback and focused support resulting in improved pedagogy as evidenced by 70% of the teachers improving in performance in at least 1 component of Charlotte Danielson 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.

During the 2014-2015 school year, approximately 95% of our teachers were rated "Effective" overall by the Teacher Evaluation System. The remaining 5% were Ineffective or Developing and 0% were rated Highly Effective. During the Initial Planning Conferences in fall 2014, discussions between teachers and administrators established the need for higher levels of questioning and assessing for understanding. Components 3B and 3D are the areas of greatest concern.

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. All teachers will receive a minimum of 4 observations by administrative staff to improve the quality of instruction across classrooms in order to improve student outcomes.
2. Administrative staff will support teachers' areas of need and continue to build upon teacher effectiveness by providing professional development on Danielson's Framework and arrange for interclass visitations for modeling of best practices. Collaborative follow up will occur with coaches and administrators to ensure teacher understanding and ways to execute these practices in their classes.
3. Teachers will self-assess following observations on selected components of the Danielson rubric.
4. Learning Rounds-teachers will make investigations as grades, identify strategies and ideas that will impact and inform their own instruction. Provides for self-discovery and self-reflection

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

1. All teachers and administrative staff.
2. Principal & Assistant Principals will visit each teacher's class a minimum of four times over the course of the year with the focus on the implementation of Rigorous Common Core aligned lessons and checking for student understanding. Coaches will participate in follow up discussions.
3. All observed teachers
4. All observed teachers

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

1. Administration will maintain records of observations and give tangible feedback and Professional Development as needed.
2. Professional Development sessions will be designed to support teachers' understanding of selected components of the Danielson Framework to ensure that teachers have clear understanding of rubric. Administration will use follow up observations to determine a teacher's improvement in a particular area.
3. Administrators will support teachers in their areas of concern..
4. Staff works collaboratively, Coaches provide support and observations reflect improvement in pedagogy.

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

1. September 2014 to June 2015 ongoing scheduled formal & unannounced informal observations.
2. September 2014 to June 2015, ongoing professional development during both extended day, and scheduled sessions within the school day.
3. September 2014 – June 2015
4. January 2015-June 2015, on a bi-monthly basis

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

1. Administration has a flexible schedule for observations, working across grades and adapting with the needs of the building.
2. On Mondays, during teacher teams, as needed, Administration and instructional lead teachers will meet to develop a more professional and collaborative teaching climate that fosters the exchange of new ideas.

- 3. During teacher prep periods, administration meets with individual teachers to discuss observations. Inter-visitations scheduled as needed.
- 4. Professional development on implementing the Danielson Framework will be provided on Monday afternoons.

Strategies to Increase Parental Involvement

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

Parents will be invited to attend a series of workshops offered by teachers and coaches on Tuesday afternoons to explain the increased rigor of the Common Core Learning Standards, and provide strategies to work with children at home.

Budget and Resource Alignment

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

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

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

As a Title 1 School Wide Program school, conceptual consolidation will allow us to combine federal and local funds such as Fair State Funding, Tax Levy, Title 1 funds, Title III, Title IIA, and Human Resources to implement this action plan from September 2014 to June 2015

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 2015 the Administration will ensure that 100% of the teachers are supported in correct implementation of Danielson's Framework for Effective 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.

During the 2013-21014 school year, approximately 95% of our teachers were rated "Effective" overall by the Teacher Evaluation System. The remaining 5% were Ineffective or Developing and 0% were rated Highly Effective.

Instructional Strategies/Activities

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

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

1.

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

5.

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

5.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|---|
| ELA | MindPlay Virtual Reading Coach Simon Sound it Out & Linqui Systems Teacher Created materials New York Ready ELA departmentalized | One to One computer based instruction Small Group Small Group Saturday School | 5 times a week for 40 minutes periods 3-5 times a week for 45 minutes 40 minute block 4 times a week 2 hours |
| Mathematics | Go Math Intensive Intervention System Teacher Created materials NY Ready Math(Curriculum Associates) | Small Group pull out Saturday School | 2 times / week 45 minute sessions 2 hours each Saturday |
| Science | Informational text during the guided reading block | Small Group | Time frame depends on subject matter |
| Social Studies | Informational text during the guided reading block | Small Group | Time frame depends on subject matter |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | PBIS program provides goal setting, talk therapy, games, group activities and character education | Small Group Individual Whole class lessons | Services provided in 6 week increments to struggling classes when needed for specific difficulties |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Networking within Center for Educational Innovation CEI 531 to find excessed staff known as ATR's. The personnel secretary will work closely with the CEI network HR point person to ensure that non- HQT meet all required documentation and assessment deadlines. Mentors and Coaches are assigned to support new teachers. High quality professional development is being given to new teachers in areas of need. |

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). |
| <ul style="list-style-type: none"> • Ongoing Professional Development each Monday • Teacher Team meetings & Other professional duties on Tuesdays after the instructional day each week, provide time for grade wide instructional unit planning for ELA. And Math. • Common Planning periods were created to help teachers prepare grade level curriculum and differentiated instruction activities in Math, ELA, Science and Social Studies. • Professional periods are used for Math & ELA teams to enable a teacher on each grade to become more involved in a subject area and help out their grade level and/ or school-wide colleagues. • Teachers have been scheduled to attend several workshops offered by different educational services and turn-key at teacher teams. • Literacy and Math Coaches provide professional development, model instruction and provide instructional resources for teachers • Network staff is available for guidance and support in the areas of ELA, mathematics, Special Education, ESL, data analysis and the teacher evaluation system. • Assistant Principals attend workshops offered by the network and Educational Leadership Institute |

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| The funds are used to support the instructional programs mentioned throughout the Action Plan and used to ensure we address our students in greatest need. They are used to purchase instructional materials and to staff enrichment and instructional support programs. |

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.). |
| Orientation program for incoming kindergarten students as well as meetings between kindergarten teachers and parents to assist families with helping preschool children with the transition to elementary school. |

Measures to Include Teachers in Decisions Regarding Assessments

| |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Teachers meet during teacher Teams to discuss student work to help plan for further assessments and task planning. |

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

PS 100 Q Parent Involvement Policies (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 27Q100

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$546,315.66 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | \$186,540.00 | X | See action plan |
| Title III, Part A | Federal | \$11,200.00 | X | See action plan |
| Title III, Immigrant | Federal | | X | See action plan |
| Tax Levy (FSF) | Local | \$4,437,501.00 | X | See action plan |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: _____ |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 13
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 100Q is an elementary school in District 27. The total school population is 930. The total number of English Language Learners (ELLs) is 76. The results of the 2014 NYSESLAT indicate that of those students tested, 4 students are at the beginning level of English proficiency, 3 students are at the intermediate level of English proficiency and 20 students are at the advanced level of English proficiency. The results of the NYS ELA exam further demonstrate a need to improve student performance to meet standards, particularly in reading comprehension and multiple choice questions. The results of the NYS Math test indicate a need for translators for students of Spanish and Arabic origin. The major languages spoken by our ELLs are Spanish and Punjabi. The NYS math scores increased for our ELLs due to use of interpreters and bilingual tests during NYS math exams. Our supplemental program will be facilitated by 2 certified ESL teachers offering additional instructional time for our ELLs through a Saturday program which will focus on increasing linguistic and academic performance affording the students additional opportunities to practice skills in English. The program will consist of 14 Saturdays, each session will be 4 hours, and will run from January 10, 2015- April 18, 2015. The day will be compartmentalized into four, one-hour periods. Students will move with their homogenous groups from class to class every hour. The four classes (periods) are as follows: Reading, Writing, Math and Technology-Based Instruction/Assessment. The materials used for reading and writing are "Get Set for Reading," and "Get Set for Math," both from Sussman publishers. Our technology componet is called "Test Tracks."

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

Throughout the literacy and math instruction, skills and strategies taught will prove beneficial to the students when they take the NYS ELA and Math exams. Teachers will assess student progress through: teacher generated pre-and post-tests, observations, individual conferencing, work portfolios, oral and written communication and our technology based assessment program "Test Tracks." Teachers will maintain an ongoing log of student progress, inclusive of item skill analysis and a checklist of acquired skills. These tests and checklists will define student progress.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The funding will allow the school to implement and sustain language instruction for LEP students during and beyond the school day. There is a need to improve teacher practice to support increased student performance. Teachers of ELL students will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of student needs and strengths and will be provided with professional development by the network. PD is being provided on December, 17, 2014, January 28, March 4, April 1, 2015 (2:25- 3:25pm). Topics of the PD include scaffolding reading instruction through the use of explicit vocabulary, scaffolding reading strategies during ESL instruction and differentiating instruction to address needs of the ELLs. ESL teachers will support the school staff to gear their teaching to the specific needs of the ELLs in their classes.

Part D: Parental Engagement Activities

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

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

Begin description here:

We will provide two workshops for the parents of our ELL students. These workshops will acquaint parents of students in grades 3,4,5 with the academic requirements for their children in literacy and math. Parents will become familiar with the program's organization procedures with regard to how the teachers provide small group and individualized instruction. Workshops will include information on the promotional criteria for ELL students. This is not being charged to Title III. These parent workshops will be held on January 20 and March 10, 2015, 2:25- 3:35pm.

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

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

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 45 | 1 | 2 | 27 | 0 | 13 | 5 | 0 | 5 | 77 |

| ELLs by Subgroups | | | | | | | | | | |
|---|-----------|----------|------------------|-----------|----------|------------------------------------|----------|----------|----------|-----------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| Total | 45 | 1 | 2 | 27 | 0 | 13 | 5 | 0 | 5 | 77 |
| Number of ELLs who have an alternate placement paraprofessional: <u>9</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| 9-12 | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| SELECT ONE | | | | | | | | | 0 | 0 | |
| TOTAL | 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 | 12 | 9 | 5 | 4 | 9 | 5 | | | | | | | | 44 |
| Chinese | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | | | 1 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 0 | 0 | 1 | 0 | 2 | 0 | | | | | | | | 3 |
| Arabic | 3 | 1 | 0 | 3 | 1 | 1 | | | | | | | | 9 |
| Haitian | | | | 0 | 0 | 0 | | | | | | | | 0 |
| French | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 5 | 4 | 1 | 3 | 3 | 0 | | | | | | | | 16 |
| Polish | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | | | | 0 | 0 | 0 | | | | | | | | 0 |
| Other | | | | 0 | 0 | 1 | | | | | | | | 1 |
| TOTAL | 20 | 14 | 8 | 10 | 15 | 7 | 0 | 74 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----|----|---|----|----|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | 6 | 3 | 0 | 1 | 2 | 1 | | | | | | | | 13 |
| Intermediate(I) | 4 | 4 | 3 | 2 | 2 | 1 | | | | | | | | 16 |
| Advanced (A) | 9 | 7 | 5 | 7 | 11 | 6 | | | | | | | | 45 |
| Total | 19 | 14 | 8 | 10 | 15 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 2 | | 2 | | 3 | | 7 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

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

1. Early literacy skills of ELLs are assessed using Fountas and Pinnell and ECLAS-2, regular sight word assessments and Ready Gen assessments. The data shows that in the early grades (K-2), ELLs consistently struggle with rhyming, blending and segmenting, listening

comprehension, as well as decoding and spelling. This information is used to drive instruction, determine reading levels and to help differentiate guided reading groups during the literacy blocks. The data is also used to determine which students will receive RTI or AIS for extra support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The pattern shows that, as a student moves up in grade level, so does their proficiency level. There is an exception in the case of students with disabilities whereas they become proficient in listening and speaking, however their reading and writing scores increase at a much slower rate. We find that general education students who have been in our school since kindergarten, generally increase in all areas with each passing year with the exception of SWD. Students who transfer from other schools seem to increase in level (or within level) at a slower rate than if with us since Kindergarten. Students who arrive to this country and attend our school usually show an increase in NYSESLAT scores after 1-2 years.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across the modalities help the ESL teachers, classroom and RTI teachers drive instruction and create flexible groups. If a student shows difficulty in listening comprehension, the lessons would be differentiated to meet that particular need on a consistent basis. The AMAO helps our school locate our bottom 1/3 ELL performers, and those students are provided with additional services such as RTI, after school classes, Saturday academy and Imagine Learning English (a technology based program to help struggling learners).

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Tier I- all students are provided rigorous and evidence based curriculum in literacy (Ready Gen) And Math (Go Math) that are heavily aligned to Common Core Learning Standards. The data used for tier I are baseline assessments from Ready Gen for grades K-5 to assess whether the students will need Tier II intervention as provided as differentiated instruction within the curriculum for both reading and math.

Tier III groups are formed based on the previous years state ELA and Math scores. ELLs are hand picked to join such groups for intensive targeted intervention in literacy in the morning and after school groups in math, in addition to ELL services and accommodations. Other Tier III groups may receive "at risk" SETTS or an opportunity to participate in the "RTI" lab.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL teachers regularly attend grade conferences to assist classroom teachers in utilizing ELLs teaching strategies. Furthermore, in Ready Gen and Go math, there are tiered components for differentiated instruction for ELLs that are used in flexible groups to ensure students second language is considered.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs are based on test scores, classroom work, baseline assessments and classroom checklists and observations.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Upon registration, the parent/guardian is interviewed by an ESL teacher or trained pedagogue along with a translator and the HLIS in their native language is completed. The ESL teacher reviews the completed HLIS and then conducts a brief interview with the student and determines if the student is eligible for the LAB-R. If a language other than English is indicated at least once in Part 1 and at least twice in Part 2. The LAB-R is administered by an ESL teacher within 10 days of the student's enrollment date. Spanish speaking students who qualify for ESL services also take the Spanish LAB within the first 10 days of enrollment as well. The pedagogues responsible for conducting the initial screening, administering the HLIS, the LAB-R as well as any oral or initial formal assessments are the ESL teachers, as well as the Literacy Coach, the Math Coach and the Data Specialist, who have been trained in the ELL identification process by the ESL teachers.
As required by New York State, all ELLs take the NYSESLAT administered by the ESL teachers; speaking is given individually and the other modalities are administered in groups. The scores are then used to determine grouping for the following school year.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. The structures in place to make parents aware of their program choices are the on-going ESL parent orientations held several times each year following the enrollment of new ELLs. At these meetings, parents watch the EPIC Parent Orientation video in their Home Language and work with a translator to complete the PSPSF. Parents are also made aware of which schools offer these particular programs. Parents are encouraged to consider bilingual programs in our school if there are 15 or more students within two consecutive grade spans that speak the same language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. After the LAB-R is administered, an entitlement letter is issued based on the outcome of the LAB-R. Students who take the LAB-R but do not qualify for ELL services receive a non-entitlement letter in both English and their native language. Students who will no longer receive ESL because the NYSESLAT indicates they are Proficient receive a Transition letter in English and their native language. Students who take the LAB-R and qualify for ELL services receive an entitlement letter as well as a Parent Survey and Program Selection Form in English and their native language notifying them of the date, time and location of the ELL Parent Orientation Meeting they must attend to make the Program selection for their child. Parent Survey and Program Selection forms are completed and returned to the ESL teachers at the time of the Parent Orientation meeting and the original copy is placed in the students' cumulative file, a copy is placed in the students' file in the ESL room. Parent Survey and Program Selection forms are sent home attached to the entitlement letter and are also made available again in all languages at the ELL Parent Orientation meeting. All entitlement letters are copied and filed in the ESL room under each child's name.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. Students who qualify for ESL services are placed in instructional programs based on their LAB-R scores. The parents of ELLs are invited to, sometimes several times, to the ELL Parent Orientation meeting where they are made aware of their ELL program choices offered in the New York City schools. This information is presented in their native language and translators are available to help interpret information and answer questions. The Parent Coordinator is also present. The information provided on the Program Selection form is used to update the ELPC screen in ATS within 20 days of an ELL Parent Orientation meeting.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. Every year the test administrators create a schedule with specific dates, times and locations for students to be tested individually or as a group. Copies are shared with all teachers, service providers, and administrators. Make-up times are built in for students who were absent.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
 6. The trend reflected by the PPSF indicates that parents consistently favor the ESL program. Approximately 90% of the parents who attend the ELL Parent Orientation choose the ESL program for their child. Less than 10% choose Transitional or Dual Language.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. The organizational model used at PS 100Q is push-in and pull-out.
 - 1b. The program models are block, ungraded, heterogenous and homogenous based of proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. The staff, administration and compliance specialist work together to ensure that the mandated number of instructional minutes are provided. PS 100Q assures the students receive the mandated number of instructional minutes by adhering to a schedule that is reviewed by an administrator and compliance specialist. Explicit ESL instruction is delivered in each program model according to CR- Part 154 regulations; 360 minutes (8 periods/week) for Beginners and Intermediate ELLs, 180 minutes (4 periods/week) for Advanced ELLs. Beginner and Intermediate ELLs, in compliance with CR- Part 154, do not receive explicit ELA instruction in their classrooms, but receive ESL during that time. Advanced ELLs do receive ELA instruction in their classrooms daily. NLA instruction is not delivered in our school; however, students are encouraged to use their Home Language when necessary.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. P.S. 100Q delivers explicit ESL instruction to teach language and literacy across the content areas using Santillana Spotlight on English. The thematic program incorporates instructional strategies and ESL methods to promote language acquisition and vocabulary development. Strategies utilized include cognitive, meta-cognitive, scaffolding and affective strategies. Students

interact with content material that is relevant to the academic subject of study in their classrooms. Language development is infused through the content areas in accordance with the research of A. Chamot and M. O'Malley (the CALLA approach). Curriculum objectives have also been restructured in accordance with the demands of the Common Core Learning Standards. Teachers have been attending ongoing professional development to facilitate the shift to Common Core.

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

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

7. ESL teachers typically push in to special education classrooms to maintain consistent instructional curriculum and environment

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

4. Spanish speaking students are administered the Spanish LAB upon qualifying for English services. Those scores are used to determine home language literacy and proficiency to assist in placement.

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

ELLs are evaluated on an ongoing basis using teacher made checklists to monitor progress in speaking and listening as well as speaking and listening activities structured similar to the NYSESLAT. Reading and writing is evaluated through the use of teacher made rubrics which reflect the Common Core Standards.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. ELLs with special needs are serviced as per their IEP and their goals are taken into consideration when planning and differentiating. ELL SWD are exposed to the same academic content as general education and monolingual students. The ESL teacher pushes in to the special education classroom during literacy and content areas to co-teach and work in small groups. The classroom teacher and ESL teacher plan collaboratively to meet the needs of ELL SWD. We have also recently acquired Imagine Learning as a technology based tool to facilitate learning.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ESL teachers typically push into special education classrooms to maintain consistent instructional curriculum and environment.

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

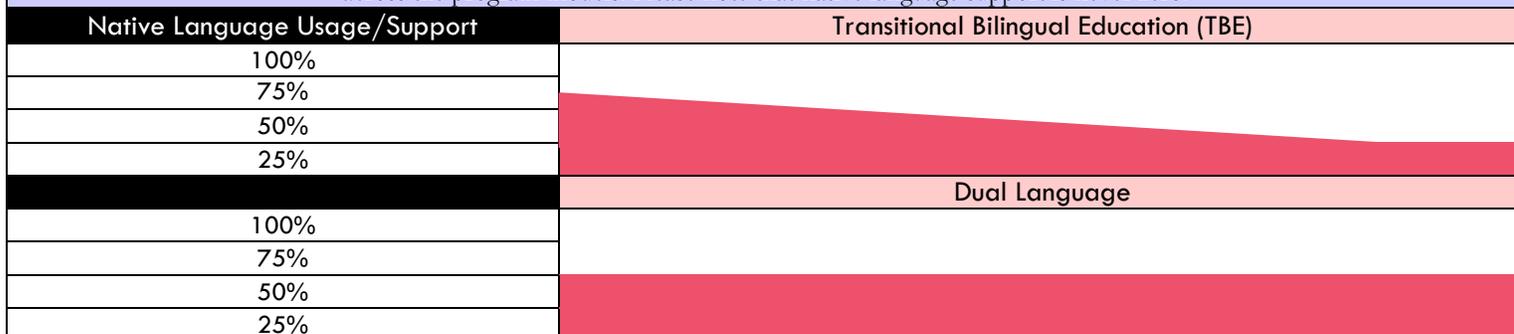
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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.



| | | | |
|--|------------------|---------------------|-----------------|
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 .RTI III Language Lab Phonics-Wilson/English
 RTI III Flex Groups Literacy/English
 After school for math/English and Spanish
 At risk SETTS/English and Spanish
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
 Our programs Ready Gen and Go Math are brand new and its effectiveness is inconclusive thus far.
11. What new programs or improvements will be considered for the upcoming school year?
 National Geographic Reach for ELLs to teach literacy across content areas using mainly non-fiction text. Also, new materials from Anastasio publishing company that support and train student for the new NYSESLAT.
12. What programs/services for ELLs will be discontinued and why?
 NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ELLs are afforded access to the same programs as monolingual students. Title III is used to form Saturday classes and purchase supplemental materials for ELLsaste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 Imagine Learning used for bottom 1/3 low scoring on NYSESLAT. New laptops.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 Native Language support is used through the use of bilingual dictionaries and state tests available in their home language. If the test is not available in their language, a translator is provided. n here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 ESL students are grouped by NYSESLAT levels and by grade/age, if possible. Funds made available for ELLs are used to purchase resources, i.e. materials, to support the CCLS and to supplement current programs (Go Math, Ready Gen) with ELL components.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
 Administration holds orientation meetings for parents of all students prior to the start of each school year. Interpreters are present and parents are able to ask questions and tour the school.
18. What language electives are offered to ELLs?
 No language electives are offered.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Professional Development ½ day sessions:
 - October 28th: Effective Lesson Planning combining ReadyGen Literacy curricula, designing lesson activities with multiple entry points designed to support the ELL/SWD learner and the “1e” component of the Danielson Framework.
 - November 5th: Instructional Shifts in ELA and Math with attention to ELL/SWD, Informal Observations noticings from Danielson Framework.
 - December 12th: Effective Lesson Planning using the “1e” component of Danielson’s Framework and incorporating multiple entry points for instruction with ELLs and SWDs.
 - January 13, 2013: Using Effective Questioning and Discussion Techniques “3b” in small group and whole group instruction that supports instructional outcomes for our ELL/SWD student populations.
 - February 13, 2013: Using Formative Assessment strategies during instruction to inform decisions about teacher practice and student outcomes.
 - March 13, 2013: Looking at ELL/SWD student work through the lens of “3c” Engaging Students in Learning.
 - May 12, 2013: Reflecting on teacher practice through the lens of “4a” Reflecting on Teaching and “1c” Setting Instructional Outcomes for all subgroup populations.
 2. • November 5th: Professional development workshop: Instructional Shifts in ELA and Math with attention to ELL/SWD, Informal Observations noticings from Danielson Framework. By deepening teachers understanding of the instructional shifts in the common core learning standards, teachers will be able to plan instruction that better meets the needs of ELLs and ensure better academic success.
 3. PS 100Q staff meets and discusses student placement with middle school staff every spring. Also, middle school staff speaks to the students about the academic requirements, dress and behavior codes, clubs, art and music programs. Guidance counselor meets with parents and students to discuss middle school transition, application process and student opportunities.
 4. We are currently in correspondence with BETAC to arrange for all teachers of ELLs to receive the minimum of 7.5 hours of ELL training as per Jose P

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent workshops are offered such as, Common Core ELA and Math. Activities include distribution of worksheets to parents and they are informed as to what their children are learning so they can help them at home. Interpreters are provided for Spanish and Bengali speakers. Other interpreters are provided as needed based on parental response. Worksheets are translated in parents home language as needed. Other workshops are offered to parents of ELLs such as holiday crafts. Parents are invited to come and work with our parent coordinator to participate in creating holiday decorations as well as help decorate the school.
 2. PS 100Q is partnering with Queens College to inform parents of ELLs about the high schools and colleges as well as how ELL parents can obtain a GED for themselves. The Parent coordinator will also conduct a workshop for ELL parents who wish to receive information about immigration and naturalization. Health insurance representatives will also be meeting with ELL parents to explain their options regarding the new healthcare system.
 3. Surveys are sent home in order to evaluate the needs of parents. The data from the survey is used the following year to make necessary changes to meet their needs.
 4. The parental involvement activities help create a sense of community, share their cultures and a safe place to interact with school staff.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

| | | | |
|--|-------------|--|--------|
| | Other _____ | | 1/1/01 |
|--|-------------|--|--------|

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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