

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q100

School Name:

P.S. 100 GLEN MORRIS

Principal:

LAUREEN FROMBERG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Glen Morris P.S.100Q School Number (DBN): 27Q100
Grades Served: PreK-5
School Address: 111-11 118th Street South Ozone Park, N.Y. 11420
Phone Number: 718-558-1510 Fax: 718-558-1519
School Contact Person: Laureen Fromberg Email Address: Lfrombe@schools.nyc.gov
Principal: Laureen Fromberg
UFT Chapter Leader: Deborah Fiallo
Parents' Association President: Bibi Matadin
SLT Chairperson: Marcella Scire
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Evelyn Orsini
Student Representative(s): N/A
N/A

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd.
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-348-2994

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. South Ozone Park, N.Y. 11420
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Carricato	Member/ Teacher	
Allison Cordano	Member/ Teacher	
Marcella Scire	Member/ Teacher	
Elizabeth Reuther	Member/ Teacher	
Mary Muckian	Member/ Para-professional	
Shameza Hasan	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nalini Mojum	Member/ parent	
Michelle Kovaluskie	Member/parent	
Greg Litzkow	Member/parent	
Vilma Maripen	Member/parent	
Gaitree Mohan	Member/ parent	
Susanna Persaud	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Overview:

P.S.100 Q is located in South Ozone Park Queens. The school is comprised of 937 students. The school's population consists of 46.74% Asian, 21.66 % Native American, 17.72%, Hispanic, 7.79% Black, 3.42% White, 2.13%Hawaiian/Asian Pacific, and .53% Multiracial. The student body includes 53.36% males and 46.64% females, with 7.68% English Language Learners. Students with disabilities make up 20.17% of the population. The attendance rate to date is 94.89%.

Our mission is to ensure we educate the "whole" child, building confident learners who are prepared to be successful in the 21st century. Our student affirmation , "I dream big, I believe in myself, I will persist, I will achieve," is said every morning, by all students to motivate and inspire them . We are committed to providing a challenging program that creatively addresses the students' academic, physical, and social needs in a safe, nurturing learning environment. We strive to cultivate knowledge based on the Common Core Standards and the individual needs of students. Our integrated curriculum will infuse the arts, have a technology focus, and be project driven.

The educators of PS 100Q are dedicated professionals who are thoughtful, creative and enthusiastic. We believe that every student can learn and be successful. This is demonstrated through our collaboration, high expectations, and supportive environment.

Our teachers implement both balanced literacy and math programs. We used Reading Street infusing the challenging elements of the Ready Gen texts into our 90 minute literacy block. The block for K-5 includes vocabulary, shared/close reading, read aloud, independent reading, and guided reading. Additionally, in grades K and 1 there is a phonics component. During centers students engage in academic discussion, work collaboratively, and build upon their strengths. RTI Tier II instruction in literacy will be provided to students during Guided reading through an individualized computer program, Max Scholar. This service is available to all students in grades K – 5.

Our Math program utilizes Go Math with the addition of components of Everyday Counts. A large focus this year has been on providing students a systematic approach to solving multi step word problems. Through Learning Rounds, our Math Consultant has worked closely with teachers in grades K-5 to assist in enhancing student engagement, maximizing critical thinking, and promoting varied use of strategies to improve mathematical fluency and understanding. Teachers were partnered in a series of five rounds in which they observed various math lessons, taught a lesson, and had the opportunity for reflection and given feedback.

This year, we have worked diligently to ensure all students in need of academic support receive services to address their deficits. Our "Saturday Program" ran from January through April. Here, students in grades 3 – 5 were departmentalized and traveled to classes in Math, Literacy skills, and Writing. Our Math component consisted of a technology driven period and a traditional math period where students received targeted instruction. Beginning in March 2015, students in grades 3-5 were also invited to 'Intensive Day Tutoring.'" In this program, teachers met with students in groups of 5 addressing their challenges, in both Math and Literacy. Our Intensive Day was offered before school from 7:15-8:15am and afterschool from 2:20-3:20pm.

As always, P.S.100Q is working diligently to provide every student with services to meet their varying academic challenges. This year, we have placed a large emphasis on literacy, as strong literacy skills are the key for students to be successful in all subject areas, including mathematics. We opened our new Response to Intervention (RTI) Lab in September. This Computer Lab combined a technology based program, MindPlay, along with small group instruction to

assist students, who are below grade level in literacy. In order to effectively serve our Students with Disabilities (SWD), we created a Special Education Lab. This Lab provides Special Education students the opportunity to utilize assistive technology, computer based programs, and individualized instruction, such as Wilson to assist our youngsters who are in need of additional support to meet their IEP goals.

Our IEP Team is a multi-disciplined team lead by the Principal inclusive of classroom teachers, the IEP teacher, and related service providers. They meet weekly to discuss students who are demonstrating poor academic growth and/or socio-emotional problems. Additionally, they communicate with the SIT committee to ensure struggling students are receiving academic support. P.S.100Q has five self-contained classes (K/1 bridge and grades 2, 3, 4, and 5), five ICT classes, one on each grade from first through fifth grade, a resource room, and Special Education lab. We mainstream our self-contained students for art, music, physical education, lunch, and recess

C.A.R.E. (Children Are Respectful and Responsible Everyday), our Positive Behavior Inventions and Supports (PBIS) program, continues to thrive. Students continue to learn to appropriately manage their feelings, resolve conflicts, and are acquiring the social skills needed to build relationships among their peers during our school-wide CARE period, Fridays 8:15-8:55. Student behavior is carefully monitored using SWIS form referrals. Last year, 2014-15, 637 students had no SWIS forms all year! We look forward to students earning monthly stickers, meeting our CARE bear, participating in quarterly competitions, and spending individual and class CARE bucks in our school store and lounge. This year, P. S. 100 started Peer Mentoring and "Reach One Teach One." Peer mentors were paired with younger students for one-on-one mentoring. Peer mentors were expected to serve as role models to other students. The identified benefits of our program included development of the skills and confidence of mentors and mentees, as well as improving the general school environment. Reach One Teach One was used to assist our students with social and emotional difficulties. Individual teachers were paired with a student who demonstrated consistent on going behavior and social issues from the past and current school year. Reach One Teach One pairs meet weekly to discuss and give strategies on how to avoid conflicts and appropriately manage feelings.

Our school Guidance Counselor works to promote the academic, personal, and social development of all students offering support to the students, staff, families and community. He meets with students individually and in small groups, conducting classroom lessons using our CARE program. Additionally, he meets with parents, collaborating with teachers and staff, and consulting with community organizations to benefit and meet the needs of all P. S. 100 students and families.

Our ESL teachers continue to effectively serve our growing English Language Learner population using Santillana "Spotlight on English." We have found it particularly effective in vocabulary development and literacy through the content areas of Science and Social Studies. It is diverse in its teachings, and allows for differentiated instruction based on language proficiency, as well as, paralleling skills and reading strategies from the mainstream classroom. In addition to Santillana, we now have Imagine Learning, an award-winning language and literacy software program that features interactive activities, videos, and games. It is research-based, instructionally differentiated, and incredibly fun to use. Imagine Learning is built specifically to address Common Core state standards. Students are immediately introduced to a diverse array of critical content that will prepare them for the demands of college and career-level reading. The program features activities designed to help students broaden their foundational language and speaking/listening skills, while interacting with a variety of informational and literary texts. With this kind of exposure to literature and direct instruction in reading, speaking, and listening skills, students are better equipped to succeed in life outside of the classroom.

In order to promote our mission of educating the "whole" child, P.S 100Q affords all students the opportunity to participate in our art and music program. One component is our LTCE/IM (Literacy Through Creative Expression/Instrumental Music), an interactive music program with connections to mathematics, social studies, science and language arts. The program includes woodwinds, percussion instruments, recorders, chorus and general music literacy. Many recorder students advance and participate in the Long Island Recorder Festival. P.S.100 is one of the largest participants, with over fifty students annually, and almost 70% of them perform at the Intermediate level. Woodwind and recorder students also perform for, and are rated by, New York State Schools Music Association (NYSSMA) judges. In 2015, fifty students performed challenging music at greater levels of difficulty. 19% of the students

earned an “Outstanding” rating, 4% earning perfect scores! Fifty students had the wonderful opportunity to perform at Carnegie Hall as part of Link-up the Orchestra Moves and Musical Explorers. The Link-up Program gives the students a chance to perform on recorder with a live orchestra. Last year, fifty of our best students were invited to perform on stage with the orchestra. Musical Explorers develops listening and singing skills as the children learn songs from different cultures. The chorus program (over 100 students) is by audition and is offered to students in the third, fourth and fifth grades who meet academic and musical criteria. Our talented vocalists learn how to understand multi-part octavos and perform interesting musical pieces. The general music program includes drumming, xylophones, rhythm instruments, singing and movement. Students learn to connect the syllables of chanted words to rhythm patterns; building both speech fluency and an understanding of mathematical relationships. The program’s wide variety of music introduces the students to many different cultures and its patriotic and ‘folk’ songs help teach our Nation’s history.

We have a collaborative group Creative Arts Team that works with all students on a trimester schedule. This partnership allows every child at P.S.100Q to experience various aspects of the arts, as well as expose students to diversity and multiculturalism. It also serves as a positive outlet for students with special talents to “shine”. Students have learned to line dance, pantomime, as well as create and design stage scenery. Each year the “CAT” team works with students on a joint performance highlighting the students’ creative abilities.

Technology and Data

The students and staff of P. S. 100 are very fortunate to have many forms of technology available to them. Each classroom has between two and four desktops. Grades K -5 classrooms have five or more laptops, as well, along with a laser printer. Currently, there are 22 Smart Boards housed in various classrooms, but available to all. Each floor has multiple laptop carts, which are scheduled for a different class each week. Classrooms are equipped with a listening center, consisting of a CD player, or tape recorder and headsets. All classrooms have an overhead projector to enhance lesson planning. One class is lucky enough to house an Elmo. We currently have a subscription to Brain Pop for all to use. Our ENL (English as a New Language) department uses Imagine Learning to assist their students. We use DreamBox and Maxscholar in addition to the Go Math and Ready Gen technology components. We have also added School Messenger to P. S. 100 as a way to keep parents, students and teachers informed of all P. S. 100 events.

Students in grades two and three have begun the foundational steps for coding. P. S. 100 continues to challenge its high achieving students, as well. “STEM” (Science, Technology, Engineering and Math) teachers provide students the opportunity to extend their learning, using the Engineering Design Process, through projects such as knee brace design in bio-medical engineering, electrical circuit building, and petroglyphs carvings. This year, our STEM program has progressed to include Art. STEAM is being offered in classes across grades two and three. STEAM team members collaborate in planning “hands on,” experiential projects. Projects have included the Marshmallow Challenge, Habitat Construction and Meal Worm Races.

We are continuously striving to provide our students with additional opportunities to demonstrate their learning, “spark” their interest and talents, and make connections to the real world. Our student council consists of students in grades 4 and 5 who work with a teacher advisor to establish fundraisers in partnership with the River Fund, raise school awareness, and provide community outreach. During the 2014-15 school year, student council members began the Teracycle program in which they collected juice pouches to be repurposed into useable materials such as lunch bags. Additionally, the Student Council partnered with our Conflict Resolution Through Organized Sports Teacher, for the Jump Rope for Heart contest.

One Assistant Principal began the Future Teachers club in which students in the fourth grade were partnered with identified kindergarten students to mentor them academically. These pairs played academic based games in both literacy and math. We have seen growth in student scores on both grade levels. Another Assistant Principal worked with students in our “Buddy program pilot”, in which one second grade class and one fifth grade class worked together during lunch, one time per week, on math skill and social skills development using stories and games. Additionally, we have clubs such as public speaking, science, art and fitness accommodating our varied student interests.

27Q100 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	924	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	85.6%	% Attendance Rate		94.2%
% Free Lunch	55.8%	% Reduced Lunch		2.5%
% Limited English Proficient	7.3%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.5%	% Black or African American		7.8%
% Hispanic or Latino	19.8%	% Asian or Native Hawaiian/Pacific Islander		63.1%
% White	4.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.51	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.77
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.5%	Mathematics Performance at levels 3 & 4		51.3%
Science Performance at levels 3 & 4 (4th Grade)	88.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

An analysis of the New York State Mathematics testing data over the past 3 years shows that we have consistently increased the number of students achieving a 2 or higher on the state exam. In 2014-15, 89.9% of students met the initial promotional criteria as compared to 87% from the previous year.

A suggestion in the most recent Quality Review (2013-14) was to “Enhance the school’s assessment system, to isolate trends and patterns in student progress and adjust instructional decisions so that all students demonstrate mastery.” To address this suggestion during the 2014-15 school year, we added the implementation of the Go Math Middle of the Year assessment to help us more accurately identify and support students at risk. We recognize that we do not have a system in place to effectively provide Tier II and Tier III intervention for students not meeting grade level benchmarks in math. Therefore, we will restructure our “Flex” period to incorporate mathematics instruction. Our “Flex” period is an additional instructional period provided to students Monday- Thursday, 8:15-8:55am. Our goal is to accurately identify students at risk for not meeting mathematical standards and modify instruction to meet their needs.

Strengths:

- Students’ achievement on the New York State Math Exam is above the city and district average.
- Implementing a CCLS aligned math program for all grades

Needs:

- To accurately assess student math achievement and progress
- Identify students at risk for not meeting the standards and modify instruction accordingly
- Provide Tier II and Tier III intervention to qualifying students.

Our priority need is to improve student math performance on both classroom and state assessments by providing tools to systematically identify students in need of mathematical support, as well as provide Tier II and Tier III interventions.

Part 2 – Annual Goal

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

By June, 2016, students in grades K-5 will show an average increase of 5% on the spring 2016 Go Math benchmark, when compared to the fall 2015 Go Math baseline.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>All staff members</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principal , Math Coach, K-5 Math Team members</p>
<p>During common planning time, teachers work collaboratively, to teach consistent, quality math instruction aligned to the Common Core Learning Standards based on feedback from classroom observations, walk-throughs, assessments, and project based learning activities. Additionally, they will be building unit and lesson plans and pacing calendars, based on the evaluation of student work. Our K-5 vertical Math team members serve as liaisons for their respective grades.</p>	<p>Teachers K-5</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principals, Math Coach, Math Team</p>
<p>Inter-visitations - Teachers observe their colleagues who demonstrate expertise in particular instructional strategies. Follow up by administration to discuss and maintain best teaching practices.</p>	<p>Identified teachers (teachers with teacher improvement plans) as well as volunteers.</p>	<p>October 2015 through May 2016</p>	<p>Assistant Principal</p>

Go Math is the primary program for our math instruction, infusing Everyday Math with Think Central.	The entire student population, both general and special education students.	September 2015 through June 2016	Classroom teachers
Teachers will be observed at least four times a year by administrators followed by actionable feedback and next steps.	All teachers	October 2015- June 2016	Administration
The Mathletics program will provide additional in school support and guided practice. This program enables teachers to tailor instruction to individual needs of students, as well as monitor progress. It utilizes high interest, game activities to motivate and engage students mathematically. Students will engage in skill practice, problem solving, and competition.	Flex and classroom teachers	September 2015- August 2016	Administration and classroom teachers
The Mathletics program will provide additional at home enrichment and guided practice. This program enables parents to familiarize themselves with the math curriculum and strategies their children need to be successful.	Students and parents	September 2015 through June 2016	Administration and Math Coach.
Response to Intervention provides small group instruction for the lowest performing students in the general education population.	Students with Disabilities and general education who did not meet grade level standards on the 2015 NYS Math exam or who have not demonstrated adequate progress in Mathematics.	September 2015 through June 2016	Administration, Math Coach, All school staff, both in classroom and out of classroom personnel.
All classroom teachers involved in our FLEX period. They are focusing on foundational math skills as well as problem solving.	Bottom 1/3 of every class	September 2015- June 2016	Data Specialist and Assistant Principal
Our Special Education Teacher Support Services (SETSS) and ENL teachers push in pull out to work with identified students.	Special education and English Language Learners	September 2015- June 2016	ENL teachers, Special Education teachers, SETTS providers, Principal, and Assistant Principal
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.	Identified students in grades 3-5	January 2016- April 2016	ENL team, Special Education teachers, SETTS teachers, Principal
Our Intensive Day program allows teachers to provide targeted test preparation for students in small groups of 1-5.	Identified students in grades 3-5	February 2016- April 2016	Assistant Principal
Academic Intervention Service is provided by our math coach in groups of 8-10 students, 2 times per week.	Identified students in grades 4-5	November 2015- June 2016	Math Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Mathletics, Math Coach, Parent Coordinator, Per session for before/after school programs and Saturday Academy, Guidance Counselor											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, students in grades K-5 will have made a 2% increase on the Go Math middle of the year assessment as compared to their beginning of the year assessment.
As of February 1, 2016, student scores in grade K-5 have risen 8% from the beginning of the year to the middle of the year assessment. We attribute this growth to the additional math period we have added, in which students receive small group, targeted instruction. Additionally, our students use the Mathletics program in school and at home.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the statistics from our 2014-2015 School Wide Information System (SWIS) reporting system, which documents lower to higher level misbehaviors, there was an increase of higher level infractions among students with 6 or more behavior referrals. The social/emotional behavior of students has had a great impact on their academic performance.

In an effort to create a safe and secure environment for students, as well as support students’ social-emotional growth, the school has added additional supports to our Reach One Teach One program. This program is an extension of our building’s Positive Behavior Interventions Supports (PBIS), C.A.R.E. The simultaneous implementation and monitoring of these programs target specific areas of intervention and supervision to provide a holistic approach to school culture and climate. We use a combination of SWIS and Classroom Dojo to monitor progress in reducing behavioral incidents and promoting positive behavior, while fostering a school culture where students, staff, and parents feel safe and supported.

Strengths

- The CARE program was implemented in the 2013 school year and continues to improve each year. The SWIS data from 2014-15 indicates that there have been 637 students with no SWIS infractions for the entire year.
- Reflection Room allows for students to reflect on their behaviors while practicing targeted behavior skills and feelings management in a “safe” environment.
- The Reach One Teach One program

Needs:

- To decrease the number of students who have had repeated incidents documented in the SWIS system.
- To decrease the severity of incident reported
- To increase the frequency and immediacy of rewards for positive behavior.

Our priority need is to provide social and emotional support to students resulting in reduced number of behavioral incidents in the school and students’ improved self-esteem, behavior and academic performance.

Part 2 – Annual Goal

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

By June 2016, the number of students with multiple infractions will decrease by 3% in the School Wide Information Reporting System (SWIS).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>All students in grades K-5.</p>	<p>September 2015 through June 2016.</p>	<p>Administration, Guidance counselor, Safety Committee, Classroom Teachers.</p>
<p>Gym will incorporate conflict resolution through organized sports.</p>	<p>All students K-5</p>	<p>September 2015- June 2016</p>	<p>Classroom and Physical Education teacher</p>
<p>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. Our class care buck system incorporates school wide behavior charts.</p>	<p>All students in grades K-5.</p>	<p>September 2015 through June 2016.</p>	<p>Assistant Principal, Guidance Counselor, Safety Committee, and School staff.</p>
<p>Reach One Teach One program, wherein teachers mentor individual students with records of discipline code infractions, in a non-academic environment. A teacher is assigned a student and develop a rapport with that child, providing support and encouraging a positive school relationship.</p>	<p>Identified students in grades 1-5. Students will be selected using SWIS behavior data and</p>	<p>September 2015 through June 2016.</p>	<p>Assistant Principal, Guidance Counselor, Reach One Teach One teachers</p>

	teacher anecdotal records		
Safety committee meetings to collaborate and discuss staff and student safety.	Entire school community, including staff and students	September 2015- August 2016	Assistant Principal and Safety Committee
Guidance Counselor in conjunction with the classroom teacher provides parent workshops on cyber bullying and internet safety	All Students	February 2016	Safety Committee
There will be quarterly events with each grade to recognize and reward the students who have made the right choices. The events include a beginning of the year CARE "Kickoff", sports competitions, dance parties, and park trips.	Students who receive no SWIS forms during the indicated quarter	September 2015 - June 2016	Assistant Principal, Guidance Counselor
Implementation of individual classroom management systems that allow students to have opportunities to make positive choices about their behavior	All Students	September 2015 - June 2016	Classroom Teacher
Functional Behavior Assessments and Behavior Intervention Plans	Students with disabilities	September 2015- June 2016	Guidance Counselor School Psychologist Classroom Teachers
Initial CARE poster contest/T-shirt contest to give students opportunities to promote CARE values	All Students	September 2015- June 2016	CARE committee
Peer mentoring Program 3rd, 4th & 5th grade students are strategically paired with a peer in need. They meet with one another weekly to discuss identified issues and resolve problems under the supervision of the Guidance Counselor.	Identified students in K-5, mentors 3-5	October 2015- May 2016	Guidance Counselor
Future Teachers of America-4th grade students apply and are accepted into this program to work with academically struggling kindergarten students in both math and literacy through games	Select students in grades K and 4	October 2015- May 2016	Assistant Principal
Student Government-select students are nominated and accepted into this club in which they develop leadership skills and service learning.	Select students in grade 4 and 5	October 2015- May 2016	Assistant Principals, social studies teacher
Language Leaders Club-Select advanced English Language Learners are partnered with less proficient English Language Learners to develop social skills and improve communication in the English language.	Select ELL students in grades K-5	November 2015- June 2016	Assistant Principals, ENL teachers
Fitness, Science, Art, Public Speaking clubs-select students participate in weekly sessions with an advisor working in an area of high interest	Select students in grade 3-5	October 2015- June 2016	Club Advisor
Family Fun Day Experience-In September, Parent assembly explains the CARE program, students and parents receive CARE contract with behavior rubric. In May, CARE culminating activity to enjoy rides and games with family.	Parents and students	September 2015 and May 2016	Administration, Parent Coordinator, CARE Committee, Guidance Counselor and Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator, Guidance Counselor, CARE Committee, SWIS, PBIS											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, , the number of students with multiple infractions will decrease by 1.5% in the School Wide Information Reporting System (SWIS) as compared to the previous year.
As of February 1, 2016, 79% of our student body has no behavior infractions. Student with multiple behavior infractions are down overall by 1.2%. We anticipate meeting our goal (a decrease of 1.5%) as we are close to the benchmark. We have provided students additional incentives for their positive behavior. For example, during the month of December we instituted opportunities for students to receive double “C.A.R.E” bucks for positive behavior, as in the past student infraction rise around the holidays.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The most recent New York State ELA data indicate that 34 % of our students met the state standards. This is above the city and district average however our students need support to strengthen their literacy skills. During 2014-2015 school year, students in grades K-5 showed less growth in their reading levels based upon TCRWP assessment as compared to the previous year. However, students are still reading below grade level. We recognize the need to support students in all grades as over 90% of kindergarten students come to us as nonreaders, without formal Pre-K and the majority of students in all grades are not achieving the standards.

At P.S.100Q there are systems in place to ensure that teachers on each grade level work together to plan and deliver targeted instruction for each student. According to our most recent Quality Review , “The administration provides time for teachers to meet regularly to promote professional conversations around student learning. Teachers collaboratively develop student supports including peer editing and writing buddies, as well as graphic organizer and word list to address areas of academic concern.” Teachers utilize Rounds Protocol to analyze student work, identify trends in instruction, and adjust instruction accordingly. Grade-wide Teacher Teams and Vertical Teams have been established and are working together towards identified areas of instructional needs and planning units of study that address those needs. Teams are creating a progress monitoring system to ascertain individual student understanding of the literacy program.

Strengths:

- Teachers work collaboratively during common planning to revise curriculum based on information obtained during teacher team.
- Grade level and vertical teams meet weekly and monthly to discuss student progress, identify strengths and areas of improvement, common trends, and implications for teacher practice.
- Classroom inter-visitations and shared best practices

Needs:

- Increase students’ literacy proficiency using the Max scholar program
- To strengthen the inquiry process by identifying a deliberate area of focus
- Time designated for out of the classroom and classroom teachers to meet to discuss the progress of students

Our priority need is to provide frequent opportunities for teachers to collaborate with one another to evaluate student needs and plan strategies so that students’ deficiencies and strengths are effectively addressed in the classroom.

Part 2 – Annual Goal

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

By June, 2016, 60% of all K-5 students will show improvement in reading as evidenced by an increase of at least 2 reading levels on the Teachers College Reading Writing Program (TCRWP) Assessment, as compared to their baseline TCRWP Assessment .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>All students in grades K-5</p>	<p>September 2015- June 2016</p>	<p>Assistant Principals, All teachers, Literacy coach,</p>
<p>Students will be using the individualized, multisensory, computer based program, Max Scholar. Our classroom teachers will continue to engage in guided reading each day to support students' needs by working with students in small groups to address deficiencies demonstrated through Max Scholar.</p>	<p>All students i grades K-5</p>	<p>October 2015-June 2016</p>	<p>Assistant Principals, Classroom teachers, Literacy Coach</p>
<p>Teachers will be observed at least four times a year by Administrators followed by actionable feedback and next steps focusing on the</p>	<p>Classroom teachers, ENL teachers, SETSS</p>	<p>October 2015- June 2016</p>	<p>Administration</p>

implementation across grades of strategies to strengthen students literacy skills.	providers, RTI providers		
Teachers will be Orton Gillingham trained to properly implement the Max Scholar program. Teachers will collaboratively plan with colleagues on their grade to develop targeted lesson plans and tasks to meet their student needs. Teachers will consult with their Literacy Team grade representative to relay grade-wide concerns, ideas, and strengths	Classroom teachers, Rtl and AIS Literacy teachers, ENL teachers, SETSS providers	August 2015- June 2016 at all day Professional Developments Weekly teacher teams and Tuesday professional developments	Classroom teachers, Rtl and AIS Literacy teachers, ENL teachers, SETSS providers
An AIS teacher will work in small groups with those students who are not showing progress using the Max Scholar program.	Lowest 1/3 and Students with Disabilities	October 2015-June 2016	Rtl teachers and Assistant Principals
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.	SETTS and identified students with disabilities	September2015-June 2016	Principal, Special Education teacher
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.	Identified students by literacy scores and teacher recommendation	4hrs per Saturday, January 2016-April 2016	Principal
ENL instruction is provided through push in and pull out groups and review of student performance data at Teacher Teams with ENL teachers	ELL	September2015-June 2016	Classroom and ENL teachers
Review school wide data at "Core" team meetings in order to assess the impact of the instructional focus across classrooms and plan adjustments as needed.	Principal and Core Team	1x per quarter September2015-June 2016	Core Team (Administration and Coaches)
In depth analysis of each students' MOSL will be done during Teacher Team meetings to identify barriers that are preventing students from making progress.	Students in K-5	December 2015-March 2016	Administration, Coaches, Classroom Teachers
Schedule and implement three Response to Interventions cycles to support students as risk as identified in Max Scholar benchmarks and NYS testing	Students in K-5	September2015 December 2015 February 2016	Administration, Coaches, Classroom Teachers
Collaboration of Teacher Teams to develop and utilize rubrics and checklists using the Reading Street Programs to make adjustments to instructional programming	Students in K-5	October 2015-June 2016	Administration, Coaches, Classroom Teachers
Administer a mid-year writing performance task and review the current writing curriculum map to make appropriate adjustments.	Students in K-5	February 2016	Administration, Coaches, Classroom Teachers
Grade literacy nights for parents	Parents	October 2015-June 2016	Classroom teachers, Parent Coordinator, Literacy Coach, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Literacy Coach, Parent Coordinator, teachers will be scheduled for collaborative planning, Reading Street ELA materials, Max Scholar, CCLS in writing											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 60% of all K-5 students will show improvement in reading as evidenced by an increase of at least 1 reading level, from the baseline TCWRP assessment.
As of February 1, 2016, we have had an increase of at least 1 reading level with 80% of our students, across grades K-5. We attribute this growth to our use of the Max Scholar program. This program has assisted in “Filling the gaps” for our students in areas such as phonics.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

During the 2014-15 school year, P.S100Q teachers and staff offered more parent workshops than prior years on the following topics: literacy, math, grade expectations, STEM and STEAM workshops, library initiative, guidance, attendance, bullying, and fifth grade articulation workshops. In order to attract as many parents as possible, workshops were offered during the morning, afternoon, and evenings to accommodate various working parent schedules. Workshops given in the evening generate an attendance of approximately 40-50 parents.

Strengths

- One third of parents from each class attended class workshops during designated parent engagement time (Tuesdays 2:20-3:00pm)
- Parents are showing greater interest in school related activities

Needs

- Identify parents specific interest through surveys
- Offer workshops from community based organizations on important topics such as health

Since we recognize the critical role of parents as partners, a priority need is to increase the types of opportunities for parents to be involved in their children’s educational experience.

Part 2 – Annual Goal

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

By June 2016 there will be a 10% increase in parent attendance across the various workshops offered throughout the building as measured by class/workshop attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will collaboratively plan and develop a calendar of monthly events pertinent to their grades.</p>	<p>All teachers</p>	<p>September 2015-May 2016</p>	<p>Administration</p>
<p>Expand our workshops focusing on the ELL population by implementing “Story Explorers,” s parent/child class where students read a story and create a craft while practicing the English language and building social skill.</p>	<p>ELL Parents</p>	<p>October 2015-May 2016</p>	<p>Parent Coordinator, ENL Teachers and Administration</p>
<p>Offer additional workshops for use of computer based programs and assistive technology</p>	<p>Parents of students with disabilities</p>	<p>October 2015-May 2016</p>	<p>Parent Coordinator, Special Education Teachers, SETTS Providers, and Administration</p>
<p>Use of school messenger to inform, encourage, and support parent workshops and events taking place. Increase the use of social media.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administration</p>
<p>Meet with new parents for the purpose of helping to bridge communication between home, school and community</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administration</p>
<p>Create a parent survey to gather information on the times and types of workshops that parents would like to attend, as well as at home technology availability information</p>	<p>Parents</p>	<p>September 2015</p>	<p>Parent Coordinator, Administration</p>
<p>Create relationship with community based organizations to provide parents with information and resources that focus on non-academic issues. The focus could include health, nutrition, fire safety, CPR, and stress reduction.</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Parent, Administration, CBO</p>

Part 4 – Budget and Resource Alignment

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

Parent coordinator, school messenger, school wide or grade specific event calendars, emails, and survey monkey.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

By February 2016, there will be a 5% increase in parent attendance across the various workshops offered throughout the building.

As of February 1, 2016, there was 7% increase in parent attendance across the workshops offered in our building as compared to last year at this time. Our use of school messenger has assisted in more efficiently communicating with a wider audience of parents. Additionally, there has been more personalized outreach for grade level workshops specific to parents needs.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	NYS ELA exam results Reading Street Beginning of the Year Benchmark Scores Teacher recommendations	NY Ready MindPlay Max Scholar	Small Group One to one	During school day Saturday Early morning tutoring After school tutoring Professional Period tutoring
Mathematics	NYS Math exam results Go Math Beginning of the Year Benchmark Scores Teacher recommendations	Problem Solving NY Ready Mathletics	Small Group One to one	During school day Saturday Early morning tutoring After school tutoring Professional Period tutoring
Science	Teacher recommendations	Hands on experiments infused with classroom instruction Science lab	One period per week	Services provided during the school day
Social Studies	Teacher recommendations	Frequency based on need	One period per week	Services provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SWIS Parent request Teacher request PPT referral	Frequency based on need	One to One counseling ERSS counseling Small group counseling	During school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Networking within District 27 to find excessed staff known as ATR's. The personnel secretary will work closely with the HR point person to ensure that non- HQT meet all required documentation and assessment deadlines. Mentors and Coaches are assigned to support new teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Ongoing Professional Development each Monday, Teacher Team meetings and 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 assist their grade level and/ or school-wide colleagues. These teams are used for inquiry work and to review grade-wide implications. Teachers have been scheduled to attend several workshops offered by different educational services and turn-key at teacher teams.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

As prekindergarten is new to our building, we plan to work in collaboration with the Pre-K teachers and staff to ensure they are a part of the PS 100Q community. This will be accomplished through regular assessment of student needs, student participation in out of the classroom activities including music, art, and academic support; Teacher attendance at professional development; and Parent invitations to school-wide functions and workshops.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers within P.S.100Q have the opportunity to voice their opinions and ideas regarding student assessment during Teacher Teams, Vertical Teams, and Common Planning periods. This encompasses all grades and out of the classroom teachers. Professional development opportunities are established using a combination of the Needs Assessment from June 4th 2015 Teacher PD, Professional Learning Committees ideas, suggestions from Abigail Marshall and the RtI team, and the necessities of the school building.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	512,516.00	X	5a part 3, 5c part 3
Title II, Part A	Federal	187,955.00	X	5a part 3, 5e part 3
Title III, Part A	Federal	11,200.00	X	5e part 3

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,753,379.00	X	5a part 3, 5c part 3

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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

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 school
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>13</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 100Q is an elementary school in District 27. The total school population is 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 component 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

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

Part C: Professional Development

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)	_____	_____

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.
<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	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 100
School Name Glen Morris		

B. Language Allocation Policy Team Composition

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

Principal Laureen Fromberg	Assistant Principal Ivana Reimer
Coach Debbie Fiallo	Coach Susie Abrams
ENL (English as a New Language)/Bilingual Teacher Kelly Reis	School Counselor Steve Perreria
Teacher/Subject Area Lise Zeloof/Science	Parent type here
Teacher/Subject Area Miriam Perkins/Social Studies	Parent Coordinator Evelyn Orsini
Related-Service Provider Beth Greenspan	Borough Field Support Center Staff Member type here
Superintendent Mary Barton	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	937	Total number of ELLs	72	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	25
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	58		14	14		11				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3			4		3		1		0
4			2		11		1		0
5									0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here:
 - Early literacy skills of ELLs are assessed using Fountas and Pinnell and ECLAS-2, regular sight word assessments and Reading Street assessments. The data shows that in the early grades (K-2), ELLs consistently struggle with rhyming, blending and segmenting, listening comprehension, as well as decoding and spelling. This information is used to drive instruction, 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: The pattern shows that, as a student moves up in grade level, so does their proficiency level. We find that students who have been in our school since kindergarten, generally increase in all areas with each passing year. Students with disabilities are also showing growth from year to year and are becoming proficient sooner, now on par with their general education students. 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: 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). We have also begun a multisensory program known as the Max Scholar Orton-Gillingham.
- For each program, answer the following:

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

Paste response to questions here: NA

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: Tier I- all students are provided rigourous and evidence based curriculmn in literacy (Reading Street) And Math (Go Math) that are heavily aligned to Common Core Learning Standards. The data used for tier I are baseline assessments from Reading Street for grades K-5 to assess whether the students will need Tier II intervention as provided as differentiated instruction within the curriculmn for both reading and math.

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here: ELL teachers regularly attend grade conferences to assist classroom teachers in utilizing ELLs teaching startegies. Furthermore, in Reading 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. Copies of the unit plans are given to the ESL teachers.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

NA

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

Paste response to question here: 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.

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

Paste response to question here: 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 NYSITELL. If a language other than English is indicated at least once in Part 1 and at least twice in Part 2. The NYSITELL 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 pedagoges responsible for conducting the initial screening, administering the HLIS, the NYSITELL as well as any oral or initial formal assessments are the ESL teachers, as well as the Literacy Coach, the Math Coach and the Data Specialist, who have been trained in the ELL identification process by the ESL teachers.

As required by New York Sate, all ELLs take the NYSESLAT administered by the ESL teachers; speaking is given individually and the other modalities are administered in groups. The scores are then used to determine grouping for the following school year.

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

These are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. The first step in this process is to

administer the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS) .

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

If student is from out of state, the guidance counselor will communicate with previous school to find out if this child has any known challenges or an IEP. If student is from within the state or city, the pupil accounting will alert the principal and the LPT to ensure correct placement. The language proficiency team will consist of one bilingual psychologist, one bilingual special education teacher, one bilingual speech teacher and 2 ESL teachers and the principal. The LPT will identify and determine if students with IEPs entering the NYC public schools have language acquisition needs and should take the NYSITELL.

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

Paste response to question here: 3. After the NYSITELL is administered, an entitlement letter is issued based on the outcome of the NYSITELL. Students who take the NYSITELL, 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 NYSITELL 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.

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

TBD by DOE

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

Paste response to question here: The structures in place to make parents aware of their program choices are the on-going ESL parent orientations held every Tuesday afternoon (if applicable) following the enrollment of new ELLs. At these meetings, parents watch the ELL Parent Orientation video in their Home Language online at the DOE website, and work with a translator to complete the PPSF. 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.

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

Paste response to question here: After the NYSITELL is administered, an entitlement letter is issued based on the outcome of the NYSITELL. Students who take the NYSITELL 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 NYSITELL 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. If parents do not return the PPSF, phone calls are made to do an interview over the phone either with the parent coordinator or the ESL teacher. 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.

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

Paste response to question here: If parents do not return the PPSF, phone calls are made to do an interview over the phone either with the parent coordinator or the ESL teacher. A record is kept of how many attempts were made to contact the parents.

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

Paste response to question here: Parent notification letters are either directly handed to the parent or sent home with the students. Phone calls are made to confirm that parents received the notice.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All entitlement letters are copied. One is kept in the students cumulative file and a copy is filed in the ESL room under each child's name. These documents are kept from year to year until the student graduates.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here: First, the ESL teachers print an ATS report "RLER" to ensure all ELLs are accounted for. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here: Parent notification letters are either directly handed to the parent or sent home with the students. Phone calls are made to confirm that parents received the notice.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Paste response to question here: 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Standalone ENL is delivered by TESOL certified teachers via pull-out. Students are grouped in several different ways. Typically, grade levels are grouped together with mixed proficiency levels. At times, the same grade will be grouped with homogenous proficiency levels. In some cases, homogenous proficiency levels are grouped across a consecutive bridged grade.

Integrated ENL is delivered by a TESOL certified teacher and a content area teacher, or a dually certified TESOL/Content area teacher via push-in. The students are grouped by grade level and may be mixed proficiency levels.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here: 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 guided by the new CR-Part 154 ELL policy, reviewed by an administrator and

compliance specialist. Explicit ESL instruction is delivered in each program model according to the new CR- Part 154 regulations;

*Entering ELLs: 360 minutes (180 min ENL and 180 min integrated ENL/ELA) ,

*Emerging ELLs: 360 minutes (90 minutes ENL and 180 minutes ENL/ELA integrated and 90 minutes of ENL/ELA or content area)

*Transitioning ELLs: 180 minutes (90 min ENL/ELA and 90 ENL/ELA integrated or content area)

*Expanding ELLs: 180 minutes (180 minutes of ENL/ELA or content area)

*Commanding ELLs: 90 minutes

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

Paste response here: 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 will be attending ongoing professional development to facilitate the shift to New Language Arts Progressions for all teachers of ELLs.

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

Paste response to question here: NA

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

Paste response to question here: 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, NYSESLAT rubrics which reflect the Common Core Standards and the New Language arts progressions.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: 6. SIFE students are given Imagine Learning. Imagine learning a a technology based program to expedite language acquisition for newcomers and struggling students. Newcomers are also provided AIS/RTI services in order to build basic skills. Additionally, they are given grade appropriate ENL instruction. Newcomers (0-3 years) can receive ENL and AIS. They also receive ENL Saturday instruction. 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 ENL 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 Saturday academy. 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 ENL services during that time as well.

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

Paste response to questions here: These students progress will be carefully tracked using the following assessments:

1. Running records
2. Periodic Assessments
3. Classroom benchmarks in ELA and Math
4. Bench marks in Science and Social Studies.

If the student is found to be struggling based on these assessments, extra support will be given in the form of RTI. Furthermore, the student will be invited to participate in our Saturday academy as well as our peer tutoring program.

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

Paste response to question here: 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

Chart and monolingual students. The ENL 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 ENL 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.

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

Paste response to question here: ENL teachers typically push into special education classes for the entire number of allotted minutes based on students proficiency level.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

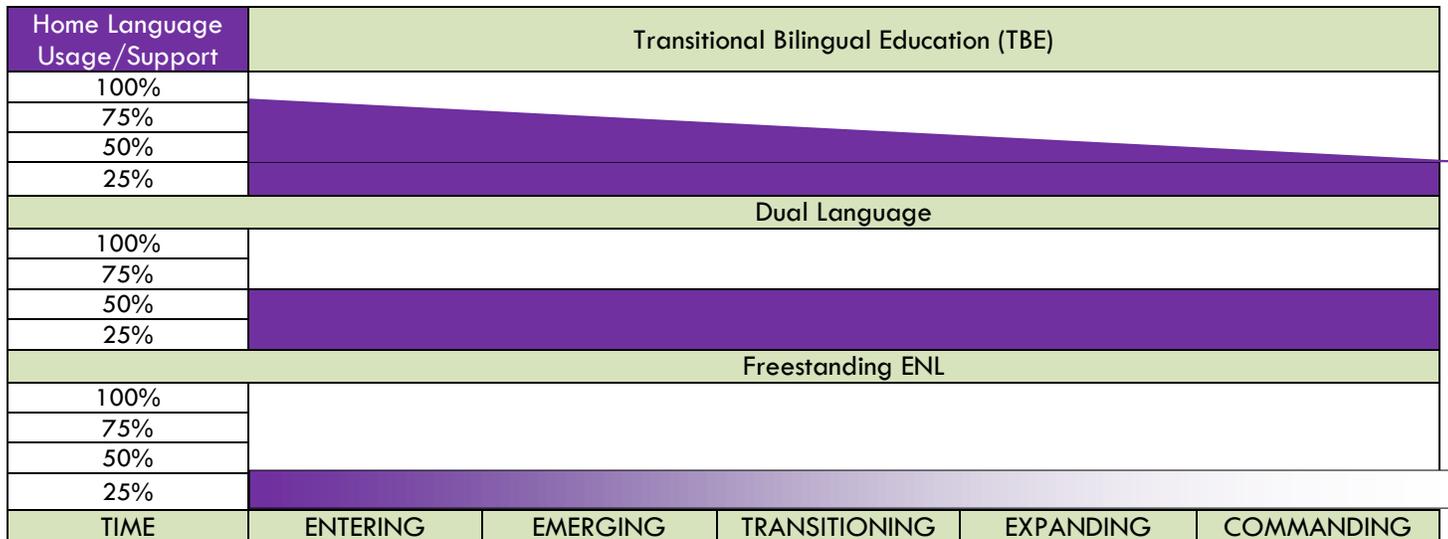


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: 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
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Currently, We are using Santilla Spotlight on English for pull-out ESL. It is a content oriented program that teaches language acquisition through the content areas. Santilla uses grade appropriate content and academic vocabulary. We also use Imagine Learning a computer language learning software that scaffolds instruction through first language support. First language is gradually removed as the student becomes more proficient.
12. What new programs or improvements will be considered for the upcoming school year?
New programs include "Max Scholar" and "Mathletics."
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: We will be looking into discontinuing Santillana Spotlight on English because it may not support the new language arts progressions. We will also discontinue NYSESLAT test prep from Anastasio because it does not support the shifts on the NYSESLAT.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: ELLs are afforded access to the same programs as monolingual students. Title III is used to form Saturday classes and purchase supplemental materials for ELLs. In addition, many of our ELLs are involved in chorus, instrument recorder, and STEM
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: Imagine Learning, Max Scholar and Mathletics.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: NA
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: 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, Reading Street) with ELL components.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: 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.
19. What language electives are offered to ELLs?
Paste response to question here: NA
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: Once a month on Monday afternoons, ESL teachers will conduct PD based on data from surveys from teachers. Some possibilities include:

October 26, 2015
ENL PD: New ENL mandates, Shairing of Language Allocation Policy, Introduction to New Language Arts Progressions (NLAP), Introduction to ENL Strategies

November 2, 2015
ENL PD: Focus on New Language Arts Progressions and how they tie into the Common Core Learning Standards. Teachers will bring a lesson plan and use NLAP in their lesson plans to meet the needs of all language proficiency levels.

December 7, 2015
ENL PD: ENL specific strategies. Teachers will engage in different ENL strategies to apply in the classroom such as visuals, TPR, powerpoints, scaffolding, prior knowledge, vocabualry development etc. Teachers will bring a lesson plan to apply these strategies

January 4, 2016
ENL PD: Teachers will become familiar with different Co-Teaching Models and decide how to use these models dring integrated ENL instruction. Guest authors from Molloy College.

February 1, 2016
ENL PD: Testing and ELLs. Tips and strategies to help prepeare all ELLs for standardized testing.

March 7, 2016
ENL PD: Science and ELLs-Teaching academic content in science and different ways hands-on activities can help ELLs of all language levels. Revisit ENL startegies and developing content related vocabulary. Discussion of Spanish cognates and similarities to English. NYS approved bilingual dictionaries

April 4, 2016
ENL PD: Math and ELLs-Math the Universal Language. Strategies to help ELLs successfully solve multi-step word problems. Vocabualry related to operations. Discussion of Spanish cognates and similiarities to English. NYS approved bilingual dictionaries.

May 2, 2016
ENL PD: NYSESLAT-Overview and analyze rubrics. Use of rubrics in the classroom to help differentiate instruction for ELLs.

June 6, 2016
ENL PD: Wrap up: Celebrate successes and share challenges. Collaborate on next years approach. What worked, what didn't.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The literacy coach will impenent PD sessions every second Monday of the month, by tying in Common Core Learning Standards (CCLS) to New Language Arts Progressions (NLAP). Every month, one anchor standard will be chosen (based on the wrting genre of the month). The standard will be analyzed along side NLAP. In these sessions, teachers will use the suggestions of the NLAP and to differentiate writing instruction while maintaing adherence to the CCLS.

Certified instructors from Max Scholar/Orton Gilloingham program will facilitate professional development for all staff including teachers of ELLs and ENL teachers on an ongoin basis. The sessions are developed to facilitate a smooth ytransition to using thois CCLS correlated program. Such areas of hign need in our building fall back to basic phonics, decoding sight word recognition as well as spelling rules, syllabification and Greek and Latin roots.

In addition to school-wide CCLS PD, the ENL teachers will attend outside the building PD (ELL Instructional Leadership Insitute) held by the Deputy Director for ELLs and the ELL coordinator on various topics as they relate to CCLS and ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
School guidance counsleor provides workshops that outlines the middle school application process. Also provides information about program options, as well as assisting in completing the application. Interpreters are provided to assist in this process. Also, GC

sends out a timeline of important dates such as when the open houses are, when they should receive such applications, when they should submit these applications. GC and other teachers work together to assist students with the interview/audition process. Towards the end of the school year, the guidance counselors invite parents and teachers to a workshop to help them help their children/students transition to middle school by reviewing their results and answering any other questions or concerns parents/teacher may have.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. For ENL Teachers, 50% of their professional development, administration provides opportunities for ENL teachers to attend citywide workshops, including ELL Instructional Leadership Institute held by the Deputy Director for ELLs and the ELL coordinator on various topics as they relate to CCLS and ELLs. Additionally, other citywide PDs include parent/community outreach in collaboration with the parent coordinator, networking meetings, as well as workshops related to Co-teaching and Integrated ENL. This represents 50% of total hours of professional development for ENL teachers.

For other teachers of ELLs, ENL teacher (as stated above in calendar of PD) will provide and sometimes turnkey professional development sessions every Monday of the month. This exceeds the 15% of total hours for other teachers of ELLs.

C. Parental Involvement

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

Parents have the opportunity to meet with teachers on a weekly basis, or as they feel is necessary. The provisions for interpretation and translation are as followed: Signs are up at the security desk and main office communicating that all languages are available, to point at their language, and we can assist from there. These signs were provided by the Language Access Kit. In addition, there is a phone number to call to get immediate help with all languages. An over-the-phone interpreter is provided almost immediately. Language interpretation services are also utilized to provide on site interpreters, and documents translated as needed.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

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

Workshops and meeting are held several times a year. These workshops include:

 1. Introduction to math and the common core standards. Here parents of ELLs are provided with an opportunity to look in depth into the math program. They are familiarized with the vocabulary associated with the lessons. Interpreters are provided for questioning in several languages. Parents are given bilingual math workbooks to take home should they need extra support.
 2. Our literacy coach and parent coordinator run a hands on literacy ELA workshops where parents have the opportunity to engage with practice ELA exams. They are familiarized with what to expect as well as given information on how to help their child at home. Again, interpreters are provided to accommodate parents linguistic needs.
 3. Health and nutrition workshops were also offered to encourage healthy eating among immigrant population. Parents were given the opportunity to participate in cooking healthy meals and are taught how to prepare them at home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

Surveys are sent out at the beginning of the year to parents in multiple languages, to find out what they need assistance with and the data from those surveys help our parent coordinator develop and implement workshops. The patterns of responses are mainly related to helping their child progress in reading and math.
6. How do your parental involvement activities address the needs of the parents?

The involvement activities provide parents with a safe environment to ask questions and get the necessary help they need for their children. Interpreters are always provided and their needs are always considered. Workshops also encourages parents to feel like a part of the school community.

D. Additional Information

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

School Name: Glen Morris Elementary School

School DBN: 27Q100

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laureen Fromberg	Principal		1/1/01
Ivana Reimer	Assistant Principal		1/1/01
Evelyn Orsini	Parent Coordinator		1/1/01
Kelly Ries	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Debbie Fiallo	Coach		1/1/01
Susie Abrams	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q100** School Name: **Glen mooris**
Superintendent: **Mary Barton**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At PS 100, we currently send all communications in English and Spanish. Urdu ,Arabic, Punjabi and Bengali are used when orally communicating with parents.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Some formal face to face meetings include new ELL parent orientation meeting, meet the teacher, parent teacher conferences. These meetings occur September, November, and March. Also, Tuesday afternoons are set aside for parent involvement and communication.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Interpreters will be hired to translate for all conferences and meetings as needed.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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.