



**PS/IS 109K**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 22K109**

**ADDRESS: 1001 EAST 45<sup>TH</sup> STREET, BROOKLYN, NY 11203**

**TELEPHONE: 718-693-3426**

**FAX: 718-693-3072**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 109 **SCHOOL NAME:** PS/IS 109K

**SCHOOL ADDRESS:** 1001 EAST 45<sup>TH</sup> STREET, BROOKLYN, NY 11203

**SCHOOL TELEPHONE:** 718-693-3426 **FAX:** 718-693-3072

**SCHOOL CONTACT PERSON:** Ellen Quigley **EMAIL ADDRESS:** quiglee@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSONS:** Claudia John

**PRINCIPAL:** Ellen Quigley

**UFT CHAPTER LEADER:** Martha Murray

**PARENTS' ASSOCIATION PRESIDENT:** Angela Duncan

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22 **CHILDREN FIRST NETWORK (CFN):** 605

**NETWORK LEADER:** Wendy Karp

**SUPERINTENDENT:** Linda Waite

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ellen Quigley	*Principal or Designee	
Martha Murray	*UFT Chapter Chairperson/Financial Liaison	
Angela Duncan	*PA President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative	
N/A	Student Representative	
N/A	CBO Representative	
Claudia John	Chairperson (Staff)	
Linda Scipione	Secretary (Staff)	
Shawana Stewart	Time Keeper (Staff)	
Kathleen O’Neill	Teacher (Staff)	
Kim Wong	Parent	
Renee Stephenson	Parent	
Sandra Marshall	Parent	
Nicole Roberts	Parent	
Ann Joseph	Parent	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS/IS 109 is located in the East Flatbush section of Brooklyn, New York. PS/IS 109 is a Title I school wide project school. We have a diverse student population including Special Education students, English Language Learners, General Education students, gifted students, and students living in temporary housing. PS/IS 109 is a K-8 school and does not have a locally zone area. As a result, over 90% of our students live over a mile away from school. Consequently a majority of our student population K-6 is bussed to and from school via yellow school bus, and metro cards are given to our 7<sup>th</sup> and 8<sup>th</sup> grades for public transportation. PS/IS 109 does not house a pre-kindergarten class due to the bussing situation.

The **vision/mission** of PS/IS 109 is for all members of the community to be responsible and active participants in each child's education while meeting the highest standards and the needs of each individual child. We expect academic rigor and excellence through differentiated instruction based on individual needs and learning styles while instilling a lifelong love of learning.

PS/IS 109 is distinctive in that we continuously strive to meet the needs of all of our students. We have 7 self-contained classes in grades K-8 and 4 full-time Collaborative Team Teaching (CTT) classes (grades 3-6) and 2 part-time CTT classes on grades 7 and 8 which provide our Special Education students instruction in the least restrictive environment. We also have a self contained ESL program in a bridge 1/2 grade class and 2 full-time pull-out programs for our elementary and middle school ESL students. We offer support services to our students as needed through push-in or pull-out programs. We have 2 full-time guidance counselors, a full time school psychologist and 3 day a week social worker, 2 full-time speech teachers, 2 part-time occupational therapists and a physical therapist. We also have a data specialist/math intervention teacher, 2 full-time teachers that utilize the Read 180 literacy programs in both the elementary and middle schools funded by Title I. We have a full-time Individualized Education Program (IEP) teacher who provides both pre-referral intervention services and Special Education Teacher Support Services (SETSS). Our teams, the Attendance committee, Academic Intervention Services team (AIS), Pupil Personnel Team (PPT), Safety/Crisis team, Professional Development Team, Life Grant Committee and Inquiry teams (one on each grade in the elementary school and by each department in the middle school meet to discuss the academic and emotional needs of all the students (General Ed, Special Ed., ELL). All of our classroom teachers participate in Inquiry work, which are teacher directed and led. The teachers keep data binders collecting data through formal and informal assessments. The data is utilized to differentiate instruction and drive instruction based on the strengths and weaknesses of all students. As a result of our scores on our New York State (NYS) report card, all students in the school are entitled to Supplementary Educational Services (SES) either school- or home-based (according to parent choice). The School Leadership Team (SLT) has decided to use Brienza as the school-based option to implement as a Saturday program due to bussing constraints on weekday programs.

There is also emphasis placed on Professional Development (PD). PD is also provided for our common core standards team and per-diem days are used for workshops and trainings. The teachers have an Inquiry meeting every week for working collaboratively towards meeting their goal, looking at

data and student work and horizontal curriculum planning across the grade/department. Teachers are encouraged to create unit plans and develop rubrics for their grades/departments.

Our educational program is a child-centered environment that promotes dialogue, inquiry, and critique while integrating higher level thinking. Current strategies for improving instruction and student performance in English Language Arts include the implementation of the balanced literacy approach for reading which consists of: independent/paired reading, shared reading, guided reading, accountable talk, book clubs, writers' workshop, interactive read aloud, and word study. Grades K-5 teachers teach mathematics through Everyday Math and grades 6-8 use Impact Math incorporating problem solving, manipulatives and writing in mathematics. We are in the process of implementing the 100-Book Challenge in the elementary and Springboard in the middle school. Grades 3-8 follow the city Science curriculum which is a blend of FOSS and Harcourt. Grades K-2 teaches Science through the FOSS curriculum which is aligned with the State standards and incorporates experimental learning, hands-on learning and writing. Science is also integrated in literacy. Grades 3-8 use the New York City (NYC) standard text based Social Studies curriculum. Kindergarten through grade 8 follows the Social Studies state standards and teachers teaches Social Studies through document based learning and integrated with reading and writing. Our Arts curriculum teaches visual arts, music, and programs in grades K-8. We have 2 full-time physical education teachers (1 for the elementary school and 1 for the middle school). K-5 classroom teachers teach health education, while grades 6-8 receive health instruction from the middle school physical education teacher. All students receive a rigorous education in all curricula areas.

The building also houses approximately 65 District 75 students (P4K) who are integrated throughout the entire building and share all common spaces. Both schools work together as a collaborative community to share effective practices which benefit student and staff members from both schools. We have joined them as a Positive Behavior Intervention Support (PBIS) school.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	PS/IS 109				
<b>District:</b>	22	<b>DBN #:</b>	22K109	<b>School BEDS Code:</b>	332200010109

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.5	93.3	TBD		
Kindergarten	60	43	43						
Grade 1	98	75	46	<b>Student Stability: % of Enrollment</b>					
Grade 2	82	91	62	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	91	86	77		92.7	92.9	TBD		
Grade 4	91	84	75						
Grade 5	93	75	77	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	97	99	89	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	79	83	86		85.5	83.9	85.5		
Grade 8	65	67	75						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		82	113	TBD		
Grade 12	0	0	0						
Ungraded	12	2	5	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	771	705	635		16	10	11		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	36	50	65	Principal Suspensions	44	14	TBD		
No. in Collaborative Team Teaching (CTT) Classes	33	23	28	Superintendent Suspensions	25	24	TBD		
Number all others	21	30	23						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	80	84	96	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	11	6	19	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	64	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	18	17	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5	TBD
	2	3	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.0	0.0	Percent more than two years teaching in this school	74.2	67.2	TBD
Black or African American	80.3	78.0	77.5	Percent more than five years teaching anywhere	51.6	56.3	TBD
Hispanic or Latino	17.8	19.7	20.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.0	0.8	Percent Masters Degree or higher	76.0	78.0	TBD
White	0.8	1.1	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.4	88.8	TBD
Multi-racial							
<b>Male</b>	46.6	46.5	50.7				
<b>Female</b>	53.4	53.5	49.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)		✓	
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	X	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	X	✓	-				
Limited English Proficient	X	✓	-				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	4	6	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	83.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	9	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	18.5	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	45.9	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

According to our NYS report card, we are a school who is in need of improvement year 2. We received a B on our Progress Report. Our last Quality Review was in 2008-2009 and we were rated proficient.

### **Student Performance Trends**

A review of our Progress Report, Quality Review, School Report card and parent/teacher surveys indicate that we need to increase student achievement and continue to focus on the progress of our ELL, Special Education students, and lowest third particularly in ELA. We use our budget to best meet the needs of all students by purchasing materials, professional development, teachers and programs for intervention services, teachers and programs for Special needs students and ESL students, arts programs, and family programs. The school is not currently meeting a years progress (AYP) in ELA for all students, except special education students and Hispanic students who met AYP. There has been a dramatic increase in the number of students performing at Level 1 and 2 on the NYS ELA. There has also been an increase in the number of students scoring in level 1 in math. There has been a decrease in the number of students scoring in level 3 and level 4 in ELA and math. There is no consistent progress being made with students moving to levels 3 to level 4. Currently the school is Corrective Action Year 1 for ELA. There is a need to focus on all students and increase the number of students scoring on levels 3 and 4. There is also a need to focus on strategies to increase student performance in math, ELA, and Science, which will result in improved scores on state exams. The school is currently working on making AYP in ELA and continuing to meet AYP in math. This will improve our status on the New York State school report card. Upon raising the state standards there was a significant drop in the number of students scoring on levels 3 and 4 in ELA and math. There has been progress made in ELA with our Special needs students.

### **Greatest accomplishments**

One of our greatest accomplishments is that we have weekly collaborative planning periods for grade K-5 teachers and by department for Middle School teachers. Another accomplishment is the implementation of our Arts program for grades K-8. Our students have the opportunity to participate on a weekly basis in dance, music, and visual arts. This was accomplished through the use of grants and creative programming in the school. We were innovative in allocating time for our teachers to participate in Inquiry work each week. While the teachers are collaborating and working towards the goal of their Inquiry teams, the students receive additional instruction in visual arts, music, dance, and

physical education. Collaboratively the teachers are identifying the goal, the target group and delving deep on strategies to meet the goal. This was our third year of inquiry work and teachers are becoming more effective in this process. Teachers have been collaboratively planning and creating unit plans. In addition, as per the findings of our last School Quality Review, the school continues to gather, analyze and disaggregate data across all subgroups to find our trends and to make modifications in instruction for all students. As per the School Quality Review, the school now provides school-wide professional development on the utilization of interim assessments to modify instructional plans, particularly for NCLB identified subgroups.

### **Barriers to continuous improvement**

Our significant barrier is that the school does not have a locally zoned area. Consequently, there is a significant distance between the community in which our students reside and where the school is located. Each day, over 90% of our school population travels to school via school bus or city bus. Although we are in a “state of the art” facility, our After School activities are a challenge due to the busing situation. Our attendance rate is always at risk as a result of our location as well, since our children who miss the bus have no other means to get to school. This barrier also affects our students’ ability to participate in recreation and enrichment activities which are typically held beyond the school day. Our parent involvement in school activities is extremely low due to the location of the school.

Another barrier that we are continuously working to overcome are manifestations of education in our large and growing special education population. A majority of our special education population are in self-contained classes. We also have a large population of English Language Learners (ELL) who are not literate in their native language and/or have not had any previous formal schooling and it is much more difficult to instruct them to reach grade standards. But even with these challenges, another barrier is the inadequate funding to provide these students with the instruction necessary to achieve greater academic achievement. We feel that ELL students don’t make significant gains in a self-contained ESL class but due to funding the most cost-effective method is to place them in one class with an ESL teacher. ESL children need to be engaged in communication skills and literacy skills with English speaking children.

Technology is a barrier to our student achievement and implementation of common core standards. Our computers are over 7 years old and are out of warranty and unable to be repaired. Unfortunately, PS/IS 109 has received no outside funding (RESOA money, city council funds) for upgrades. Due to budget constraints, the school does not have funding to purchase new computers for students. The school is in need of new computer labs, laptops and laptop carts, software, projectors, and Smart Boards to enable the students to successfully prepare for high school and beyond.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

---

- 1. By June 2011, adequate yearly progress will be made in English Language Arts for all students and all sub groups as measured by the New York State School Report Card, School Progress Report and New York State ELA exam results.**

*PS/IS 109 has been identified as not making AYP in ELA for all students. Students with disabilities met AYP in ELA with safe harbor. LEP students, black students, and economically disadvantaged students did not make AYP in ELA. However Hispanic students did meet AYP in ELA. The school will focus on improving ELA achievement for all students. In 2009-10 school year, only 29% of our students scored at level 3 and level 4 in ELA. Only 8% of students with disabilities and 8% of ELL students scored level 3 and level 4 in ELA. 28% of African American students scored level 3 and 4. However 30% of Hispanic students scored level 3 and 4 on ELA. 29% of economically disadvantaged students scored level 3 and level 4 on the 2010 ELA exam.*

- 2. By June 2011, adequate yearly progress will be made in Mathematics for all students and all sub groups as measured by the New York State School Report Card, School Progress Report and New York State Math exam results.**

*PS/IS 109 has been identified as making AYP in Math for all students and all subgroups. However, only 35% of students scored level 3 and level 4 on the New York state math exam. Only 10% of students with disabilities scored level 3 and level 4 in Math. Only 9% of LEP students scored level 3 and level 4. 35% of economically disadvantaged students scored level 3 and level 4. 34% of black students and 40% of Hispanic students are at level 3 and level 4. Analysis of 2010 State math scores and school report card demonstrate that without increased scores, the school will not meet AYP for math in the 2010-2011 school year.*

- 3. By June 2011, there will be a 3% increase in the number of ELL students moving to a higher level based on the New York State English as a Second Language Arts Test (NYSESLAT).**

*PS/IS 109 has been identified as not making AYP for ELA for English Language Learners based on the Annual School State Accountability Report. 2010 NYSESLAT scores indicate that 54% of students scored in the proficient range on the listening and speaking portion of the NYSESLAT. Scores also indicate that only 13% of students scored in the proficient range on the reading/writing portion of the NYSESLAT.*

- 4. By June 2011, there will be a 5% increase in the number of parents attending Parent Association meetings and school sponsored workshops.**

*Over 40% of our student population is bused, and thus, our parent involvement suffers due to this distance. In addition, we realize one of the significant keys to our students making progress is to empower parents.*

- 5. By June 2011, 100% of the staff will be trained in New York State common core standards and engage in curriculum planning incorporating the common core standards.**

*The target date for the common core standards implementation is 2013. The school has also identified a need for common planning and curriculum building. Common planning periods have been incorporated into the school schedule to facilitate this goal.*

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA – Grades K-8

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, adequate yearly progress will be made in English Language Arts for all students and all sub groups as measured by the New York State School Report Card, School Progress Report and New York State ELA exam results.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>▪ Principal and Assistant Principals (AP)s will conduct data conversations 2 times a year to review class profiles, set targets, and benchmarks for students progress.</li> <li>▪ Professional Development for teachers on how to use data to understand current student performance and how to move them to the next proficiency level, i.e. ARIS, Acuity and data from NYStart.</li> <li>▪ Common Planning Periods for all teachers where they will look at student work, create instructional plans and rubrics based on NYS Standards incorporating the new common core standards.</li> <li>▪ Professional Development for teachers from Assistant Principals, outside consultants and CFN network Support Staff</li> <li>▪ Provide ongoing opportunities for teachers to view “Best Practices” through inter and intra classroom and visitations</li> <li>▪ Provide targeted Academic Intervention Services (AIS) to students before school, during school and after school and SES services on Saturday.</li> <li>▪ Teachers and students will set goals and create an action plan to increase performance</li> <li>▪ Teachers will create flexible reading groups based on differentiated student needs and learning styles.</li> <li>▪ Teachers and assistant principals will develop a reading/writing pacing calendar that ensures adherence to the NYS ELA standards and expectations for the ELA exam</li> <li>▪ School-wide reading incentive program to increase student reading</li> <li>▪ Content area teachers in the Middle School will incorporate reading skills and strategies into</li> </ul>

their lessons.

- Addition of the 100 Book Challenge to improve students' comprehension skills through independent reading
- Parent workshops will be conducted to assist parents in understanding their child's grade level standards and ways in which they can support their child at home
- In addition to their child(ren)'s report card, parents will also receive an additional progress report two times a year (January, and early May.)
- Teachers, Principal and Assistant Principal attend Professional Development for new ELA "Spring Board" program for middle school.
  - Teachers and Assistant Principal will outline "Best Practices" embedded in the Spring Board program to implement with other instructional practices.
  - Collaborate to plan unit lessons within Spring Board.
  - Teachers and Literacy Coach will collaborate to align curriculum map with units of study within Spring Board.
- Common Core Standard training for teachers
  - Professional Development for teachers.
  - Demo lessons based on curriculum maps and planning
  - Assist with inter-visitations to support "Best Practices"
  - Study groups
  - Teacher resource room
- Reading curriculum that utilizes pacing calendars that ensure adherence to the primary literacy standards
- Writing curriculum calendars based on Lucy Caulkins (Teacher's College) Units of Study
- Parent progress reports that allow parents to look at their child's current and previous scores to identify needs for growth.

**Responsible Staff Members:**

- Classroom teachers
- AIS providers
- School administrators
- Parent Coordinator

**Time Line:**

- Initial Assessments based on Acuity (November 2010)
- ECLAS-2 – Grades 1, 2 and 3 (September/October 2010)
- ECLAS-2 – Kindergarten (January/February 2011)
- ECLAS-2 – Grades 1,2 and 3 (April/May 2011)
- EPAL – Grade 2 (January 2011)

	<ul style="list-style-type: none"> <li>▪ Weekly Teacher Planning Meetings</li> <li>▪ Review of Student Portfolios</li> <li>▪ Running Records reviewed every 6-8 weeks by teachers</li> <li>▪ Practice ELA State exams</li> <li>▪ ELA Predictive Assessment</li> <li>▪ Teacher Planning Meetings (On a weekly basis)</li> <li>▪ Review of Writing Samples (monthly review by Supervisors)</li> <li>▪ After school Test Preparation Academy (Funding permitting)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I funds– To fund Academic Intervention Teachers –READ 180</li> <li>• NYSTL funds to renew contract for Headsprout Intervention Program</li> <li>• Title I funds– Provide per session and training rate for teachers attending Professional Development after school, planning and conducting evening parent workshops</li> <li>• Programming will accommodate weekly grade level planning meetings on all grades</li> <li>▪ Per diem allocation to fund substitute teachers so that teachers can attend Professional Development during the school day, schedule inter-visitation to view effective practice</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Intervals of periodic review will be benchmarked three times per year September 2010, January 2011, and late May 2011 in order to determine the effectiveness of all programs and to identify student progress. Administrators and teachers will review student data and trends based on acuity results and analyzing student writing samples, EPAL practice test/results, and ECLAS-2/ELA practice using established rubrics.</li> <li>▪ Bimonthly review of student work</li> <li>▪ Students will Increase 1 grade level comprehensive benchmark as assessed by ECLAS-2.</li> <li>▪ There will be an average performance increase of 3% for all general education students on standards-based performance assessments given throughout the year.</li> <li>▪ There will be a 1% performance increase for students with modifications on standards-based performance assessments given throughout the year.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**     **MATH – GRADES K-8**    

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, adequate yearly progress will be made in Mathematics for all students and all sub groups as measured by the New York State School Report Card, School Progress Report and New York State Math exam results.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Professional development will be provided to staff on use and understanding of data to affect student performance</li> <li>• Teachers will review and analyze beginning of the year and mid-year assessments (G-Made and Options), all city and state wide data including Item Analysis of testing ( Aris, Acuity, Gains Report) as the basis for forming differentiated student learning groups in their classrooms.</li> <li>• Weekly common planning periods have been scheduled in order to provide structured time for all teachers to look at student work, create instructional plans and rubrics based on NYS math standards</li> <li>• Standard-based curriculum; NYC DOE comprehensive approach to math</li> <li>• Academic Intervention Services (AIS) for students             <ul style="list-style-type: none"> <li>▪ pull-out program that utilizes small group instruction</li> <li>▪ After school program geared toward NYS test preparation</li> </ul> </li> <li>• Teachers and students will set goals and create an action plan to increase performance</li> <li>• Teachers will use the Everyday Math and Impact Math curriculum to teach pre and post May benchmark indicators.</li> <li>• Use of open-ended Math problems assessments</li> <li>• Parent workshops</li> <li>• Parent progress reports that allow parents to look at their child’s current and previous scores to identify needs for growth</li> </ul>

	<p><b>Responsible Staff Members:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom teachers (grades K-5)</li> <li>▪ Math Teachers (Grades 6-8)</li> <li>▪ AIS providers</li> <li>▪ Data Specialist</li> <li>▪ Assistant Principals</li> </ul> <p><b>Time Line:</b></p> <ul style="list-style-type: none"> <li>▪ Initial Math and mid-term performance assessments and analysis (Sept.2010; Feb.2011)</li> <li>▪ Acuity ITA (Nov 2010)</li> <li>▪ Math Predictive Assessment)</li> <li>▪ Review of citywide data provided by ARIS ( Sept./Oct. 2010; Dec. 2010; Feb./March 2011)</li> <li>▪ Weekly teacher planning meetings (ongoing)</li> <li>▪ Bi-monthly review of student portfolios by administrators</li> <li>▪ Review of open-ended math problems based on unit pacing calendar ( every 4-6 weeks)</li> <li>▪ Everyday Math/Impact Math assessments (ongoing)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title I funds – to fund Academic Intervention Teachers / Data Specialist</li> <li>• Title I funds – provide per session and training rate for teachers attending professional development after school, planning and conducting evening parent workshops</li> <li>• Programming will accommodate weekly grade level and subject area planning meetings on all grades</li> <li>• Per diem allocation to fund substitute teachers so that teachers can attend professional development during the day, scheduled inter-visitations</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• There will be an average performance increase of 3% for all general education students on standards-based performance assessments given throughout the year</li> <li>• There will be an average performance increase of 1% for students with disabilities and English language learners on standards-based performance assessments given throughout the year</li> <li>• Evidence of professional development strategies being incorporated into daily instruction through learning walks and teacher observations</li> <li>• Teachers planning for differentiated Math instruction</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELL's – GRADES K-8

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be a 3% increase in the number of ELL students moving to a higher level based on the NYSESLAT.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>▪ Professional Development for teachers on how to use data to understand current student performance and how to progress the students to the next proficiency level to fulfill the required 7 ½ hours of ESL professional development.</li> <li>▪ Common planning periods addressing how to use specific ESL methodologies in the classroom as a professional development opportunity for all teachers to fulfill the required 7 ½ hours of ESL professional development.</li> <li>▪ Professional Development for ESL teachers from Literacy Coaches             <ul style="list-style-type: none"> <li>○ Demonstration lessons</li> <li>○ Assist with inter-visitations to support best practices</li> </ul> </li> <li>▪ ESL pull-out and push-in program with 2 certified ESL teachers</li> <li>▪ Full-time self-contained grade 1/2 class with a certified ESL/Common Branch teacher</li> <li>▪ ESL teachers will analyze and review all city and state-wide data (i.e. acuity data, Gains report, ARIS, Periodic Assessment for English Language Learners, and NYSESLAT).</li> <li>▪ Inter-disciplinary approach in content areas that will allow teachers to employ ESL strategies in their lessons.</li> <li>▪ Title III morning and after-School Program</li> <li>▪ Academic Intervention Services (AIS) for students:             <ul style="list-style-type: none"> <li>○ Pull-out program that utilizes small group instruction –READ 180</li> <li>○ After-school program geared toward NYS test preparation</li> </ul> </li> <li>▪ Teachers and students will set goals and create an action plan to increase performance</li> <li>▪ Mandated Parent Orientation Workshops</li> <li>▪ Parent ESL Saturday classes</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent workshops about how to help children meet NYS ESL standards</li> <li>• Parent progress reports that allow parents to identify needs for growth</li> </ul> <p><b>Responsible Staff Members:</b></p> <ul style="list-style-type: none"> <li>• ESL Teachers</li> <li>• Classroom teachers</li> <li>• Content area teachers</li> <li>• Literacy Coaches</li> <li>• AIS providers</li> <li>• School Administrators</li> </ul> <p><b>Time Line:</b></p> <ul style="list-style-type: none"> <li>• LAB-R Assessment (September 2010-June 2011)</li> <li>• Acuity ITA Exam s (November 2010)</li> <li>• Predictive Exams</li> <li>• NYSESLAT (April/May 2011)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Title III funds will be used for the ELL After-School Program</li> <li>• 3 State Certified ESL teachers</li> <li>• Title I funds– Provide per session and training rate for teachers attending Professional Development after school, planning and conducting evening parent workshops</li> <li>• Programming will accommodate weekly grade level planning meetings on all grades</li> <li>• Per diem allocation to fund substitute teachers so that teachers can attend Professional Development during the school day, schedule inter-visitation to view effective practice</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Running records to track student progress in reading</li> <li>▪ 1% performance increase on standards-based performance assessments given throughout the year</li> <li>▪ Review of school based progress report from intervention providers – 2X per year</li> <li>▪ Evidence of implementation of effective ESL methodology in all observed lessons and classroom walkthroughs</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be a 5% increase in the number of parents attending Parent Association meetings, and school sponsored workshops.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Parent workshops,(ELA, Math, Science, Social Studies, and Cultural events), will be scheduled on Saturdays, during SES tutoring and mornings during school hours. Dates for workshops and meetings will be published on school monthly calendar, back pack and sent out via School Messenger. Reminder notices will be sent to all parents in their native language and the meetings will be posted on the Parent Coordinator’s bulletin board, in main lobby.</li> <li>• Increased contact with all parents, particularly those of sub-group students needing additional support through translated notices, school website, PA meetings, SLT minutes and information, Parent Coordinator materials.</li> <li>• Have translation services provided at all meetings and workshops. Translated copies of all messages sent home</li> </ul> <p><b>Responsible Staff Members:</b></p> <ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Parents’ Association Board members</li> <li>• School Leadership Team members</li> <li>• Parent Volunteers</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• School Messenger Telecommunication system - \$1451 – Title I Translation/Interpretation</li> <li>• Teacher per session for parent workshops – 60 Hours- Title I 1%</li> <li>• Transportation/Metro Cards Title 11%</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increased parent utilization of parent coordinator’s room, Library and Computer lab, as compared to last year’s usage</li> <li>• Increased score on the Learning Environment Survey- depicting parents satisfaction on the School- Home Connection</li> <li>• Evidenced by increased parent attendance and participation in school events, parent-teacher conferences, PA meetings, workshops; returned “tear-off sheets” from notices sent home; event chaperons; open school night and week.</li> </ul>

**SECTION V: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Common Core Standards/Curriculum Mapping

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011, 100% of the staff will be trained in New York State common core standards and engage in curriculum planning incorporating the common core standards.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• The school has a team that has begun training from the Children’s First Network (CFN) on Common Core Standard. Trainings will continue throughout the year.</li> <li>• Professional development will be turn keyed by core team to all staff at grade conferences, faculty conferences and through professional development.</li> <li>• Staff will be sent to workshops on common core standards throughout the year.</li> <li>• Each teacher received a thumb drive in September with the common core standards.</li> <li>• Teachers have common planning periods each week</li> <li>• Administration and professional development team will attend curriculum mapping workshops</li> <li>• Professional development will be given in curriculum mapping</li> <li>• Materials will be purchased for facilitate curriculum mapping</li> <li>• Teachers will create curriculum maps for ELA (Reading and Writing) to incorporate common core standards.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• CFN and DOE professional development (TL, FSF)</li> <li>• Per diem days for professional development (Title I SWP, Title I ARRA, Title III)</li> <li>• Classroom teachers (TL, FSF)</li> <li>• Life Grant training on curriculum mapping</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- Teachers will show evidence of common core standards in their planning
- Teachers will show evidence of common planning and curriculum mapping (curriculum maps, lessons).
- Minutes and agendas from professional development
- Turn key of information from CFN training.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	7	N/A	N/A	0	0	1	2
1	18	10	N/A	N/A	5	1	3	1
2	15	9	N/A	N/A	4	2	4	0
3	14	10	N/A	N/A	8	0	1	0
4	36	19	8	25	7	0	4	5
5	5	7	11	11	7	12	1	3
6	12	19	10	12	9	1	0	1
7	9	12	7	12	4	0	0	0
8	20	12	10	5	8	0	0	0
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>Wilson:</b> small group instruction provided during the school day. The Wilson program is geared towards developing phonemic awareness. Students are taught to blend letters and words through magnetic tiles and manipulative.</p> <p><b>Fluency Formula:</b> small group instruction provided during the school day. Students are taught the foundations of reading and sight word recognition. The program targets students’ reading fluency.</p> <p><b>Head Sprout:</b> individual instruction provided during the school day. Head Sprout is a computer based program that teaches phonemic awareness and sound blending. Students are taught that letters make up words; words make up phrases; and phrases make up sentences. It is an interactive program that allows for benchmarking and teacher follow-up.</p> <p><b>Read 180:</b> small group and independent instruction provided during the school day. Read 180 is a technology based program that has 3 components, small group instruction, independent activities, and instruction via a computer. Read 180 teaches student reading strategies (e.g. locating the main idea/detail) and increases listening comprehension. The program target guided reading levels G-Z and is matched to the students’ lexile level. Read 180 utilizes audio books and CD’s, read alouds, and independent follow-up activities to reinforce group lessons.</p> <p><b>Reading Recovery &amp; Balanced Literacy:</b> small group instruction provided during the school day. Reading Recovery promotes phonic skills, use of pictorial clues, and rereading to check for meaning.</p> <p><b>Renzulli Learning Systems:</b> an individualized program provided during the school day. Renzulli is geared toward assessing specific preferred learning or instructional styles. Renzulli defines students’ learning preferences and ways teachers and parents can implement those identified learning strategies to help them learn. Renzulli allows for students to develop and explore their interests through a variety of exploratory activities in the Renzulli Learning Systems Database.</p> <p><b>Foundations:</b> Foundations is a phonics program which builds a foundation for reading and writing. Foundations is an adaptation of the Wilson Reading System. Foundations is used in K-2 classrooms. Foundations instruction provides an explicit, cumulative and multi-sensory approach with the whole</p>

	<p>class and targeted populations. Some components of the Foundations program are: letter formation, phonological awareness, sound mastery, phonics, vocabulary, sight word instruction, fluency, comprehension and written composition.</p> <p><b>RIGOR</b> (Reading Instructional Goals for Older Readers) is a program designed for older students. It consists of leveled content area books in the subjects of Science and Social Studies. It offers books with the same title, in different levels so that students of all proficiency levels can acquire the information at a level that they can comprehend.</p>
<p><b>Mathematics:</b></p>	<p><b>Finish Line:</b> small group instruction provided during the school day. Finish Line is designed to prepare students to take math tests. The program teaches math strategies and reviews lessons learned in the classroom. Students practice multiple-choice and short and long word problems. Students build their computation and word problem solving skills through practice and repetition. The program allows for differentiation of instruction and benchmarking.</p> <p><b>Great Leaps Computation:</b> small group and independent instruction provided during the school day. Great Leaps Computation teaches students computation skills through interactive games. GLC is an interactive program that is relative to the students' current grade. GLC also reinforces word problems solving strategies. The program allows for benchmarking and targets specific areas.</p> <p><b>Renzulli Learning Systems:</b> an individualized program provided during the school day. Renzulli is geared toward assessing specific preferred learning or instructional styles. Renzulli defines students' learning preferences and ways teachers and parents can implement those identified learning strategies to help them learn. Renzulli allows for students to develop and explore their interests through a variety of exploratory activities in the Renzulli Learning Systems Database.</p>
<p><b>Science:</b></p>	<p><b>Renzulli Learning Systems:</b> an individualized program provided during the school day. Renzulli is geared toward assessing specific preferred learning or instructional styles. Renzulli defines students' learning preferences and ways teachers and parents can implement those identified learning strategies to help them learn. Renzulli allows for students to develop and explore their interests through a variety of exploratory activities in the Renzulli Learning Systems Database.</p>
<p><b>Social Studies:</b></p>	<p><b>Renzulli Learning Systems:</b> an individualized program provided during the school day. Renzulli is geared toward assessing specific preferred learning or instructional styles. Renzulli defines students' learning preferences and ways teachers and parents can implement those identified learning strategies to help them learn. Renzulli allows for students to develop and explore their interests through a variety of exploratory activities in the Renzulli Learning Systems Database.</p>

<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Counseling groups are held during the school day to address the students' behavior issues that are affecting their academic success and/or achievement. These groups are geared towards teaching students the appropriate skills necessary to address their academic challenges. In some instances the children are met with on an individual basis to address more specific and individualized needs. Depending on the groups needs, different counseling approaches can be taken to address the issues. Some of the programs that are utilized are Overcoming Obstacles and character education programs.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Individual and group crisis counseling provided on an as needed basis for student with occasional behavioral outbursts that negative impact academic instruction.          Consultation with classroom teachers on how to implement various behavior strategies for students with frequent behavior problems.          Conduct Functional Behavior Assessments (FBA) for students identified with chronic behavior problems that negatively impact academic achievement.          Create Behavior Intervention Plans (BIP) in consultation with the Guidance Intervention Team for students returning from suspension and students identified with at-risk behaviors.          Collaborative initiative with both special and general education classroom teachers on a positive reinforcement system via a token economy for selected students to increase behavior management in the classroom.          Positive Behavior Intervention and Support (PBIS) committee member on the collaborative PS/IS 109 and P4K (District 75 school) to implement a school-wide behavior modification program.          Ongoing intervention group for selected 5<sup>th</sup> grade girls identified with at-risk behaviors. Program includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Social skills training</li> <li>• Assertiveness training against bullying and peer pressure</li> <li>• Conflict resolution</li> <li>• Peer pressure resistance training</li> <li>• Coping with anger and anxiety strategies</li> <li>• Communication skills training</li> </ul> <p>Positive decision making strategies</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>At-Risk counseling for students identified with behavior problems          Individual counseling for student identified with a disability          Individual and Group crisis counseling provided on an as needed basis for students with occasional behavioral outbursts.          Consultation with classroom teachers on how to implement various behavior strategies for students identified with frequent behavior problems.          Create Behavior Intervention Plans (BIP) in consultation with the Guidance Intervention Team for students returning from suspension and students identified with identified with at-risk behaviors.</p>

**At-risk Health-related Services:**

The nurse holds Asthma classes that are geared towards teaching students how to recognize asthma symptoms, triggers of an asthma attack, and what to do in the event they have an asthma attack. Additionally, students are taught about various types of asthma medications and how to use a Nebulizer and/or pump.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s)     K-8     Number of Students to be Served:     92     LEP                      Non-LEP

Number of Teachers:     3     Other Staff (Specify):     Parent Coordinator, Assistant Principal

## School Building Instructional Program/Professional Development Overview

### Section II. Title III, Part A LEP Program Narrative

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Our Title III program will supplement instruction for our English Language Learners by providing an **ESL Literacy after-school program**. This program will be offered to approximately 50 ELL students (grades 1-8). The program participants will begin in February 2011 and run through May 2011. This program will include NYSESLAT prep in order to offer the opportunity for our ELLs to prepare for the NYSESLAT into early May. This program will have a parental involvement component where ELL parents and their children will be invited to participate in enrichment activities such as an ELL Family Game Night and an ELL Saturday program for parents. The after-school program will have three teachers, and one administrator to supervise and assist in administrating the program. For the ELL Family Events, the after-school staff will be assisted by the school's Parent Coordinator and bilingual translators who can help in translating into the parent's native language.

We have chosen to provide an after-school program because many studies have shown that after-school programs do make a difference. Research shows that students participating in after-school programs show an increase in positive attitudes and behaviors linked to success in school and improves academic achievement especially for struggling ELLs (McLaughlin, 2002; Miller, 2003, Hall, et. al, 2004). To supplement quality classroom instruction in reading for grades 1-8 we will offer a Reader's Theatre Program. Reader's Theatre offers ELLs an opportunity to immerse themselves in a story. Some of the overall benefits for ELLs are:

- It provides meaningful opportunities to use oral language, building oral fluency
- It motivates students to use language
- It builds social and academic language (Cummins, 1999)
- It provides social interaction with language (Cummins, 1999; Krashen, 1985; Krashen & Terrell, 1983)
- It allows for differentiation of varying levels of language proficiency and reading levels
- It promotes skill transfer to other reading activities (Miller & Rinehart, 1999)

The after-school teachers will each use an overhead projector to present the script to the students; by using projected images of picture and text teachers can provide live interactive activities on a large scale to benefit ELL kinesthetic learners. Students can also easily share their stories or dialogue with the class by projecting them on the screen for all the students to see. Teachers will also use Getting Ready for NYSESLAT books and materials to help students prepare for the exam.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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High Quality Professional Development will take place throughout the school year in the areas of, but limited to, balanced literacy, science and math incorporating how to teach students with special needs and the ELL student population. These workshops will be presented at professional development sessions as well as grade conferences, faculty conferences, and CFN trainings.

**Section III. Title III Budget**

School: PS/IS 109K BEDS Code: 332200010109

According to the SAM No. 65, schools that are “conceptually” consolidating their federal, state, and FSF/tax levy funds are not required to develop and submit a separate Title III budget.

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem		
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

In order to assess our written translation and oral interpretation needs, the school reviews the Home Language Surveys and the School Demographics Accountability Snapshot Data in order to determine the language needs of our parents. We have staff members who speak these languages and communicate with the parents. We also use the DOE's translation and interpretation services.

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

In reviewing these documents we have determined that written translation and oral interpretation are required in Spanish and Haitian-Creole. In addition, a copy of the translation and interpretation services is posted in the school lobby and will be disseminated to school staff. A list of staff members who speak the aforementioned languages will be made available to staff to utilize when necessary.

#### **Part B: Strategies and Activities**

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

Written translation services will be provided by in-house staff in Spanish and Haitian-Creole as necessary for parent notifications. When services are needed, documents will be given two days in advance to the in-house translators.

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

Oral interpretation services will be provided by in-house staff in Spanish and Haitian-Creole as necessary for – Parent Association Meetings, Family Conferences, parent workshops, open school week, and parent/teacher conferences. We will also utilize the DOE’s Translation & Interpretation Unit services when necessary for assistance.

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

Within the first 30 days of the 2010-2011 school year, we distributed the translated versions of the Parents Bill of Rights and Responsibilities. In our school’s lobby, we also have a sign posted on our Parents’ News Board stating that interpretation services are available. Signs are posted in English and several other languages. All ELL parents will be notified of the services provided in-house. We will utilize the DOE’s Translation & Interpretation Unit services when necessary for assistance. Additionally, over-the-phone interpretation services will be available for parent-teacher conferences.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### **Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$596,235	\$111,532	\$707,767
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,962	\$1,115	\$7,077
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,812	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$59,624	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **88.8%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Payment for courses, mentoring, and professional development

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Parent involvement activities in the school will include opportunities for:**

- Parents to volunteer and be involved in school activities.
- Staff development and parent education.
- Parents to provide home support for their student's education.
- Parents to participate in school decision-making.
- Effective communication between the school and parents.

**SCHOOL PARENT INVOLVEMENT POLICY**

**The Administration will:**

- Facilitate and implement the Title I Parent Involvement policy.
- Involve parents in the planning, review and improvement of the School Parent Involvement Policy annually.
- Provide to parents of the School Parent Involvement Policy in an understandable and uniform format to the extent practicable, in a language that parents can understand.
- Make the School Parent Involvement Policy available to the community.
- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, reviewing and improving of any Title I programs at the school.
- Provide timely responses to parents' suggestions and questions.
- Provide assistance to parents as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regards to Professional Development, the Administration will, with the assistance of parents, educate all staff members in communicating and working with parents as equal partners and recognizing the importance of parent contributions.

**Parent Responsibilities:**

We, as parents will support our child(ren)'s learning in the following ways:

- Make sure our child(ren) attends school regularly and on time.

- Prepare child(ren) for school, i.e. breakfast, uniform, supplies, etc...
- Take responsibility for the education of our child(ren).
- Check all homework and projects every night.
- Provide a quiet place to do homework and have my child(ren) read for 30 minutes every night.
- Be actively involved in the school and the school system as a whole.
- Establish a relationship with our child(ren)'s teachers from day one.
- Let teachers know that we care about our child(ren)'s learning and will be supportive.
- Attend school activities such as Parent Orientation, Parent Coordinator Workshops and Family Workshops.
- Make certain that we understand all of the educational options within the school, especially in programs for our child(ren) with special needs.
- Work diligently to boost our child(ren)'s confidence and self-esteem.
- Reinforce the importance of education in the home and our hope for them to do their best.
- Read to our child(ren) or have them read to us.
- Make sure our child(ren) meets all grade level expectations and standards.
- Ask our child(ren) what he/she did in school daily and listen carefully.
- Contact our Parent Coordinator first should we have any concerns and/or questions.

### **Student Responsibilities:**

We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school everyday and on time.
- Get adequate rest every night.
- Accept responsibility for our actions.
- Resolve conflicts in positive, non-violent ways.
- Seek the help of an adult first and foremost for concerns.
- Give to our parents, or to the adult who is responsible for our welfare, all notices and information we receive at school every day.
- Come to school prepared each day, i.e. homework/projects, uniform, schoolbooks and supplies, etc...
- Respect ourselves, our school, our teachers and staff, and our fellow classmates.
- Ask our teachers questions about class work or homework we do not understand.
- Talk to our parents each day about school.
- Listen and follow directions.
- Use the library to get information and to find books that we enjoy reading.
- Meet all grade level expectations and standards.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student

academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **SCHOOL-PARENT COMPACT**

PS/IS 109 and parents participating in activities, services, and programs funded by Title I; Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire staff, and the students will share the responsibility for improved student academic achievement. The school and parents will build and develop a partnership that will help child(ren) achieve the State's high standards. This school-parent compact is in effect during the school year 2008-2009.

#### **School Responsibilities:**

##### **PS/IS 109, The Glenwood Academy of Science and Technology will:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables child(ren) to meet the State's Standards.
- Employ highly trained certified teachers.
- Hold parent-teacher conferences; during which this Compact will be discussed as it relates to the individual child(ren)'s achievement. Specifically, those conferences will be held twice a year over a two-day period in November and March.
- Provide parents with frequent reports on their child(ren)'s progress. Specifically, parents have access to reports via computers, in addition to workshops provided by the Parent Coordinator on the school Progress Report, Learning Environment Survey, Periodic Assessment, ECLAS Results, Renzuli, and all other content areas.
- Provide to each parent an individual student report on the performance of their child(ren) on the state assessment in English Language Arts and Mathematics, in grades 3-8, Science in grades 4 & 8, and Social Studies in grades 5 & 8.
- Assist parents in helping their child(ren) develop the self-discipline, self-respect and self-confidence.
- Provide an environment that allows for positive communication between the parent, teacher, school administration and student.
- Encourage teachers to provide homework assignments daily that will reinforce classroom instruction.
- Provide parents with opportunities to volunteer and participate in their child(ren)'s class and observe classroom activities as arranged with the teacher.
- Require all interested parents to attend three (3) sessions of Learning Leaders training prior to volunteering in the school.
- Provide parent involvement activities such as Family Literacy, Family Math, Family Science Nights, and Family Saturdays.
- Establish and maintain a grade appropriate Homework Policy.
- Reinforce that student learning is the most important criterion and strive for continuous improvement.
- Celebrate successes and achievements by highlighting student work through exhibitions, assembly programs, recognition for Student of the Month and Perfect Attendance.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. *A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.*

Based on parent and teacher surveys and conversations with the school community through the School Leadership Team, grade meetings, faculty conferences, and Parent Association meetings, we are able to assess the needs of the students in relation to the State academic content and academic achievement. Data is collected and reviewed regularly to insure that the students are meeting the academic standards in relation to the State academic content. Data is collected through the school report card, Quality Review, surveys, analyzing the results of state assessments in ELA, Math, Science and Social Studies, Interim Assessments, Fountas and Pinnell benchmark assessment and reading levels, collection of writing samples, Everyday Math and Impact Math assessments, observation, conferences, and portfolio work assessed using rubrics.

2. *School-wide reform strategies that:*

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

PS/IS 109 as a School wide project school, provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Programs such as afterschool programs and academic intervention services are available for students to reach the proficient and advanced levels. There is an extended day program (as per the UFT contract) for all students. The students are grouped to address their needs to achieve the highest standards.

All students in PS/IS 109 has extended day built into their daily programs. Students in need of additional academic assistance in grades 1-8 are offered programs during the day are provided by the Read 180 teachers, IEP teacher, and math intervention teacher. Summer school is offered for students in grades 3-8 who are not meeting promotional criteria. Through Title III funding, the students will be offered

enrichment programs for additional instruction. We also have a Title III afterschool program and family program to meet the needs of our English Language Learners. Through a CEIS grant we will be offering a morning program for 1<sup>st</sup> and 2<sup>nd</sup> grade indentified ELL students for approximately 12 weeks.

PS/IS 109 offers enrichment activities including, book clubs, assemblies, dance programs, Instrumental/vocal music, family evening programs, Science fair, author visits, pen pals, open access library, internet and software programs, CHAMPS program, and is a participant in the Life Grant to develop technology in the classrooms.

We address the needs of the historically underserved populations. At PS/IS 109 that would include the low-income population, the ELL students, the Special needs students and the students that reside in temporary housing. These groups have been not making adequate progress. Through all the academic intervention programs, we address these students' needs to help insure that they are meeting the grade standards in the future. There are 2 guidance counselors and a school social worker on staff to address emotional needs of these students.

The students that are low academic achieving and are at risk of not meeting State academic content standards are supported through our Academic Intervention program and Read 180 program. Firstly, these students receive Tier I intervention from their classroom teacher through small group instruction, independent and small group conferences. Then the students are identified for Tier II intervention which is through a pull-out program during the school day using programs such as Wilson, Foundations, Houghton Mifflin reading intervention, Quick Reads, and Options reading program. The AIS teachers pull small groups of students to work on decoding and comprehension strategies and math skills. ERSSA counseling is provided to students by the Social Worker, at-risk counseling is available by the guidance works with students in support groups in dealing with peer and self esteem issues.

3. *Instruction by highly qualified staff.*

Administration will review licensing and ensure that all teachers are teaching according to their licensed area and completing the requirements for certification. Teachers are assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations. 88.8% of our teachers are highly qualified. There is 5% of our Title I budget set aside for teachers that are not highly qualified to become highly qualified. Teachers are encouraged to become highly qualified. Administration regularly observes teaching staff and provides appropriate assistance and feedback through pre and post observation conferences. PS/IS 109 will actively recruit highly qualified staff through Citywide Job Fairs and the Open Market System. On going targeted professional development will help staff maintain their highly qualified status.

4. *High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.*

Minimum of 10% of our Title I SWP funding is used for professional development purposes. Professional development will be aligned with the State and City standards. We provide staff development in using effective methods and instructional practices that are based on scientifically based research, and that strengthen the core academic program in meeting the students' needs. Collaborative professional development will occur every week through scheduling and through monthly faculty conferences and grade conferences. In addition,

teachers will attend off-site professional development through the DOE professional development offerings, consultants, and other professional workshops that are available. Professional books are purchased for all staff members that align with their teaching area. Our school library has a professional section with books and magazines that can be borrowed from the library. The school is in the process of creating a professional development team to insure alignment and cohesiveness through vertical and horizontal alignment.

5. *Strategies to attract high-quality highly qualified teachers to high-need schools.*

We attract high-quality teachers through the local colleges, resumes, interviews and the Open Market. All vacancies are posted on the Open Market and candidates are interviewed by a committee of administrators and teachers. Teachers are selected based upon their knowledge and experience that matches our vision. We hire teachers with proper certification for the position. In addition, we train our substitute teachers who in turn often interview for the vacancies and receive full time positions.

6. *Strategies to increase parental involvement through means such as family literacy services.*

To increase parental involvement, it is our goal to help empower parents to become leaders. We do so by encouraging parents to take an active role on all school based committees including School Leadership. Parents are trained through the Learning Leaders program so that they can volunteer in the classroom. We support their growth and development through Saturday ESL literacy classes and parent workshops and training, this is in addition to the support provided by our full time Parent Coordinator.

7. *Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.*

In order to provide for a smooth transition for our children into kindergarten, we collaborate with our sending Head Start Program (St. Marks Day Care) to schedule site visits where students and their parents get to spend time in a kindergarten class, meet school staff and other parents. In addition, parents attend an Open House, where they learn about the expectations and the curriculum for Kindergarten. The Assistant Principal who supervises Kindergarten is designated as the transition liaison.

8. *Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.*

Teachers are integral in the decisions regarding the achievement of individual students, overall instructional program and assessments. Principal has one-on-one meetings a minimum of twice a year to discuss student progress, set their professional goals and discuss the overall instructional program. This conversation is then continued through formal observations and pre and post conferences. Through the Academic Intervention Services team and PPT committee, teachers discuss and address academic and emotional concerns of their students. Through grade conferences, collaborative professional development grade meetings and the professional development team teachers create assessments, rubrics, and discuss expected student outcomes. Teachers review the data of the Interim assessments, predictive and state assessments and analyze the results. The data inquiry team analyzes the progress of the identified students and turn-key the information to the staff through faculty conferences, grade conferences, and School Leadership team meetings. Teachers collect and analyze data that is all stored in a binder. Data includes but not limited to, information from ARIS, test history, observations,

conference notes, writing samples, and assessments. Work is assessed using a grade specific and subject specific rubric. Data binders are collected every other month by administration.

9. *Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.*

Students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are immediately identified. Teachers are encouraged to modify the materials to assist students through differentiated instruction based on their needs. Teachers are encouraged to teach through a variety of modalities to address the students' learning styles. Teachers attend the monthly pupil personnel team meetings to present the student(s) to the committee and next steps are prescribed. The team makes recommendations to address the students' needs. The following month, the team follows-up on the student to discuss if the prescribed actions are giving the student the necessary supports to succeed. At the monthly Academic Intervention meetings, the service providers discuss each student and review the progress. The AIS teachers pull out the students to provide instruction in a small group addressing the identified weaknesses. Pending budget afterschool programs are provided to continue to address the needs of the students not mastering the objectives.

10. *Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.*

As a Schoolwide Program school, the School Leadership Team has developed a comprehensive educational plan designed to meet the needs of all students that will be supported by funds from Title I SWP. These funds are utilized to fund after school programs, additional teachers for staff development and academic intervention services; New York State and Federal Early Class Size reduction allocation enable us to provide small class size in grades K-3; Title I SWP enables us to fund AIS teachers, librarian, math intervention, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Tax Levy funding provides us with funding for 2 pull-out ESL teachers and a full grade 1/2 ESL class. Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$500,837	✓	15, 16, 17, 18, 19, 20, 21, 22, 23
Title I, Part A (ARRA)	Federal	✓			\$110,417	✓	16, 17, 18, 19, 20, 21, 22, 23
Title II, Part A	Federal	✓			\$32,458	✓	16, 17, 18, 19, 20, 21, 24, 25
Title III, Part A	Federal	✓			\$15,420	✓	20, 21, 22, 23, 24, 25
Title IV	Federal			✓	N/A		
IDEA	Federal			✓	N/A		
Tax Levy	Local	✓			\$2,997,425	✓	15, 16, 17, 18, 19, 20, 21, 24, 25

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** SINI Improvement Year 2 (Focused)      **SURR<sup>3</sup> Phase/Group (If applicable):** N/A

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### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

When looking at the statistics for the subgroup of ELLs the following school findings were identified: With the new NCLB regulations, we have many students who are coming from non-English speaking countries who are taking the New York State ELA test after only one year. Parents don't avail themselves of workshops at the school because of the school's location from where the community actually exists. In an expansion to a Middle school over the last three years, we now have to meet the needs of our adolescent ELL students. With an increase in our ELL population and our SWD population moving from non-testing grades to testing grades, we are now testing the majority of the students in 6 testing grades. When looking at the statistics for the subgroup SWD, the following school findings were identified: Our school provides services for SWD who reside in our district and out of our district. The SWD who reside outside our district do not have their scores credited to the school. Therefore, any students who performed at level 3 or level 4 and did not reside in the district were not included in the school's data. We also found that the SWD who were in a lesser restrictive environment like CTT and SETSS outperformed their peers who were in a special class. However, 70% of our SWD are in self-contained classes.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

*ELLs. As a result of looking at our data the following strategies have been put in place:*

- Desegregate all data relative to the SWD and ELL in the area of ELA
- The addition of a full time certified teacher in the area of ELL.

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School Under Registration Review (SURR)

- Increased instructional time before, after and on Saturday with our subgroups in ELA.
- All SWD and ELL students receive ELA academic intervention in the READ 180 Lab on a daily basis with a certified reading teacher.
- The IEPs of the SWD are written using SMART goals that are directly aligned with the curriculum and Performance Indicators.
- The focus of the school community is to move SWD from small classes and into their least restrictive environment.
- Targeted after school program in the area of ELA.
- Targeted after school ELL program in the area of ELA
- Teacher training in the area of SWD and ELL students and how to meet their needs in the general education classroom setting through modification of curriculum and differentiation of instruction.
- Push in and pull out ELL program
- The implementation of the 100 Book Challenge in grades 2-5 to support independent reading.
- The implementation of Springboard in ELA in grades 6-8 to increase critical thinking and writing skills.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The 10% of funds for PD will be used to fund an Assistant Principal to facilitate instruction and PD in the school. The 10% will also provide for per diem days to enable staff to attend workshops and inter-visitations inside and outside of the school. The 10% will pay for all fees for network and city staff development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All new teachers will be assigned a mentor. The new teacher and the mentor will be provided with per-session hours and additional coverage periods to facilitate classroom observations, mentoring meetings, instructional planning, and in the case of special education teachers, IEP writing and planning.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - Title I parent meetings will be held in the fall 2010 to share the current school status with the school community as a whole.
  - SES meetings will be held to provide information for the tutoring programs available to all students at school or at home (each student is entitled to 50 hours of tutoring) by outside vendors.
  - Letters will be sent home to all parents according to NCLB requirements.

- Parents will have the option of transferring their children to another school under NCLB. Title I letters that outline all outreach services will be supplied to parents.
- Translators will available at all meetings and translated letters will be sent home to parents.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, we have a total of fourteen (14) identified students living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
  - Parents of Temporary Housed Students are invited to meet with the Parent Coordinator and the Parent Association Board members to learn what the school has to offer them in terms of workshops, job readiness training and or additional services for their children. They are encouraged to get involved with the Parent Association and the Learning Leaders Volunteer training program. Metro cards are given to parents of Temporary Housed students for attending any parent workshops.
  - Students receive school supplies, book bags, notebooks, pencils, crayons, markers and starter uniforms, if needed throughout the school year. Students are recognized for Perfect Attendance with awards, certificates and small celebrations, utilizing Title 1 set aside. Both student and parent are also invited to an Annual Holiday Celebration in their honor.
  - Parents are encouraged to come out to workshops via School Messenger, back pack notices and or phone calls from Parent Coordinator and the Parent Association board members

**Part B: FOR NON-TITLE I SCHOOLS: N/A**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 109					
<b>District:</b>	22	<b>DBN:</b>	22K109	<b>School</b>		332200010109

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.5	93.3	92.5
Kindergarten	43	43	42				
Grade 1	75	46	52	<b>Student Stability - % of Enrollment:</b>			
Grade 2	91	62	37	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	86	77	62		92.7	92.9	91.9
Grade 4	84	75	80	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	75	77	66	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	99	89	92		85.5	85.5	85.5
Grade 7	83	86	87	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	67	75	78	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		82	113	145
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		16	10	11
Ungraded	2	5	6				
Total	705	635	602				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	65	72	Principal Suspensions	44	14	22
# in Collaborative Team Teaching (CTT) Classes	23	28	33	Superintendent Suspensions	25	24	29
Number all others	30	23	25				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	84	96	TBD	Number of Teachers	62	64	61
# ELLs with IEPs	6	19	TBD	Number of Administrators and Other Professionals	18	17	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	17	% fully licensed & permanently assigned to this school	100.0	100.0	98.3
				% more than 2 years teaching in this school	74.2	67.2	80.3
				% more than 5 years teaching anywhere	51.6	56.3	75.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	78.0	85.3
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	79.4	88.8	97.5
Black or African American	78.0	77.5	75.9				
Hispanic or Latino	19.7	20.2	21.3				
Asian or Native Hawaiian/Other Pacific	1.0	0.8	0.8				
White	1.1	1.4	1.8				
<b>Male</b>	46.5	50.7	50.7				
<b>Female</b>	53.5	49.3	49.3				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2				v	
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	46.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>ICI/22</b>	District <b>22</b>	School Number <b>109</b>	School Name <b>Glenwood Academy</b>
Principal <b>Ms. Ellen Quigley</b>		Assistant Principal <b>Ms. M. Brown, Mr. T. McLaughli</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Ms. G. Everett, ESL</b>		Guidance Counselor <b>Ms. J. Gianattasio</b>	
Teacher/Subject Area <b>Ms. J. Agosto-Monett, ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Mr. J. Taruskin, ESL</b>		Parent Coordinator <b>Ms. L. Matthew</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>603</b>	Total Number of ELLs	<b>92</b>	ELLs as Share of Total Student Population (%)	<b>15.26%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	16
SIFE	6	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	12

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

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



Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	6	4	9	6	3	5	3					41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1						1							2
Haitian	3	5	3	6	3	10	8	2	2					42
French					1		2							3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1		2	1						4
<b>TOTAL</b>	<b>8</b>	<b>6</b>	<b>9</b>	<b>10</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>92</b>

# Part IV: ELL Programming

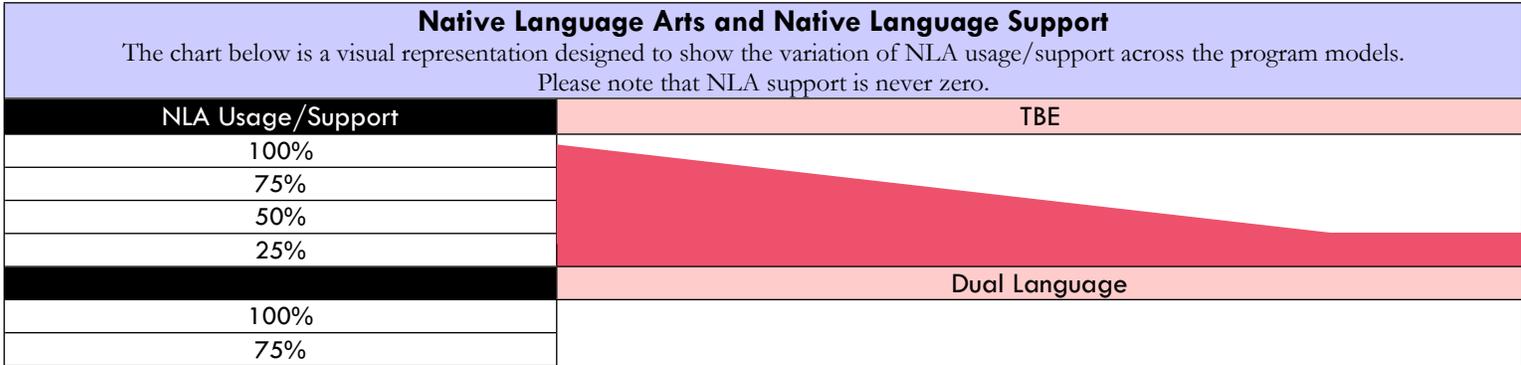
## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

### E. Parental Involvement

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

Paste response to questions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	4	5	2	1	2	8	1	1					28
Intermediate(I)	3	1	2	7	5	6	4	3	3					34
Advanced (A)	1	1	2	1	8	8	4	4	1					30
Total	8	6	9	10	14	16	16	8	5	0	0	0	0	92

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	4	2	3	2	0	2	5	0	0				
	I	2	0	2	1	3	8	3	1	0				
	A	1	2	3	2	4	3	4	4	2				
	P	1	2	3	2	4	3	4	4	2				
READING/ WRITING	B	5	4	5	4	1	2	8	1	0				
	I	2	1	2	6	5	5	5	2	3				

	<b>A</b>	1	1	3	0	9	9	2	3	1				
	<b>P</b>	0	0	1	0	0	0	1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6	1	1	12
4	4	8	1	0	13
5	7	2	0	0	9
6	3	4	0	0	7
7	4	1	0	0	5
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		11		1		0		15
4	4		10		0		0		14
5	3		11		2		0		16
6	2		6		0		0		8
7	2		3		0		0		5
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		5		4		0		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		2		5		0		11
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		