



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____PS 109_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

_____22K109_____

PRINCIPAL: DWIGHT CHASE_____ **EMAIL:** _DCHASE2@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____LINDA WAITE_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dwight Chase	*Principal (IA)	
Martha Murray	*UFT Chapter Leader	
Clint Amsterdam	*PA President	
Errol Archer	Member/ Parent	
Aquinda Brown	Member/Parent	
Angela Duncan	Member/Parent	
Ann Joseph	Member/Parent	
Sandra Marshall	Co-Chair/Parent	
Kathleen O’Neill	Co-Chair/UFT	
Dawn Palmieri	Member/UFT	
Linda Parnes	Member/UFT	
Shawana Stewart	Member/UFT	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

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

By June 2012, Limited English Proficient students will demonstrate progress towards achieving state standards in writing as measured by a 10% increase in the number of students improving by one or more levels in each component (writing, reading, listening and speaking sections) of the NYSESLAT (New York State English as a Second Language Achievement Test).

Comprehensive needs assessment

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

After reviewing the NYSESLAT Combined Modality Report (RMSR), it was determined that the English Language Learners (“ELLs”) consistently scored lower in the writing and reading modality than they did in the speaking and listening modalities. After reviewing the NYSESLAT Combined Modality Report (RMSR), and LAB-R results, it was determined that our newcomer (less than 3 years) ELLs need support in listening and speaking skills. As a result, we have made progress in each component a priority goal for the 2011-2012 school year.

For 2011-12, P.S. 109 has been identified as a Corrective Action (Year 2) Comprehensive school for Elementary/Middle English for the following subgroups: All Students, SWD, Black, Hisp, LEP and ED.

Instructional strategies/activities

Activity #1

- *Instructional Strategies: All three ESL teachers completed a 3-year series of workshops that focused on training in new, research-based approaches to ESL instruction using deconstruct/reconstructing of figurative language phrases and sentences, explicit vocabulary lessons, use of rich, authentic text, and emphasis on the development of academic language. The students will be exposed to authentic literature and specific language frames that they are expected to use in their*

writing. These methods will be employed by the ESL teachers to instruct the ELLs in using more sophisticated academic language in their writing.

- Implementation: The three ESL teachers who provide services to the ELLs will implement the above mentioned strategies/activities.
- Responsible Staff Members: The responsible staff members are the Principal, Assistant Principals, and the ESL teachers.
- Implementation Timeline: The implementation timeline is September 2011 through June 2012.

Activity #2

- Title III Program: We will use Title III funds for an early morning academy that will focus on reading and writing. This will entail reading passages that will emulate the kind of passages and essay questions found on both the NYSESLAT and the ELA exams. We will also use the Title III funds to have an early morning academy that will focus on listening and speaking. Newcomers will have the opportunity to improve their listening and speaking skills in a small group setting that is conducive to helping the students make progress in these areas.
- Materials: The DOE website has listening activities available through links on the Teacher Resource page. The students will be able to use laptop computers with headphones to listen to the speakers. We will also use the Longman Keys To Learning series of books that have authentic, realistic dialogues for practice in the English language.
- Professional Development: PD will be given on the following topics: What is expected in the reading and writing components of NYSESLAT; Introducing Academic Vocabulary in the Content Areas
- Materials: We will utilize the Rally series of books for this program.
- Responsible Staff Members: Principal, Assistant Principals, ESL teachers, Classroom teachers
- Implementation Timeline: The implementation timeline is January 2012 through April 2012 (4 months)

Steps for Including teachers in the decision-making process

- ESL Teachers will meet to review student data gathered from periodic assessments. Data for ELLs will be analyzed and compared to other subgroup performances and will also be used to plan differentiated activities for all students.
- Staff determined that a 5% increase in student performance on the interim assessments would be the benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
 - *ESL teachers will design training modules and host ESL classes for parents utilizing the Mayor's program We are New York with the help of our Haitian Creole and Spanish speaking paraprofessionals. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
 - *Parent Coordinator will host bookmaking and storytelling workshops for parents of ELLs.*
 - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
 - *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
 - *ELL Parents will be trained on how to use ARIS Parent Link.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers, English as a Second Language licensed teachers, and Special Education licensed teachers.*
 - *The pupil personnel secretary will work closely with the network's human resource department to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors will be assigned to support struggling and un-qualified teachers.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *The school has established a kindergarten program that focuses on improving the oral language abilities and emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades*
 - *All ELLs will participate in one of the literacy-based programs that have been established as part of the overall instructional program.*
 - *A SAPIS worker was hired to support the school's efforts to improve attendance for ELLs.*
- *The DOE website has listening activities available through links on the Teacher Resource page. The students will be able to use laptop*

computers with headphones to listen to the speakers. We will also use the Longman Keys To Learning series of books that have authentic, realistic dialogues for practice in the English language.

○

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY' 12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week) (Title I)*
- *Supplemental instructional materials to support ESL curriculum development during the regular school day (Title I, FSF)*
- *Supplemental consumable instructional materials for use during extended day and weekend ELL programs (Title I, Title III, IDEA)*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development. (Title I, Title II A, Title III)*

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, there will be an increase of 20% in the number of students, including, SWDs and ELLs, in grades 4 through 8 who will show more than a year of progress as measured by the NYS ELA test.

Comprehensive needs assessment

After conducting a trend analysis of student performance data on state ELA assessments, it was determined that all student groups, despite showing progress on the assessments, were still not meeting their annual yearly progress. 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. Hispanic students did meet AYP in ELA.

The school will focus on improving ELA achievement for all students. In the 2010-11 school year, only 28% of our students in grades 3-8 scored at level 3 or higher in ELA. Specifically, only 3% of students with disabilities and 8% of ELL students scored

at level 3 or level 4 in ELA. Only 29% of African American students, 25% of Hispanic students and 28% of economically disadvantaged students scored at a level 3 or level 4 on the 2011 ELA exam.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: New literacy programs that are being instituted within the school (Treasures and Glencoe Literature); the Common Core standards; the use of rubrics with the language of the standards to provide specific feedback to students regarding their work with the language of the Common Core Standards; the use of student data to plan and set goals (ITA assessments, teacher assessments and teacher observations); curriculum mapping; maximizing the potential of the integrated cooperative teaching model; Special Education Student Information System (SESIS); further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; and differentiating instruction in the content areas.

Target Populations(s): Teachers and paraprofessionals servicing students with disabilities, teachers servicing ELLs and teacher servicing the general education population in grades K-8

Responsible Staff Members: Principal, Assistant Principals, Staff Developers (Internal and External), Network Achievement Coaches, Data Specialist, classroom teachers and paraprofessionals.

Implementation Timeline: September 2011-May 2012

Activity #2

Common Planning Time: There will be weekly collaborative grade level planning sessions for teachers in grades K-5. There will also be weekly collaborative ELA planning sessions for teachers in grades 6-8. These planning sessions will be used to assess the data found through various assessments to drive instruction, monitor student progress, and use the inquiry process to improve student outcomes.

Target Population(s): K-5 teachers and 6-8 ELA teachers

Responsible Staff Members: *Principal, Assistant Principals, Network Achievement Coaches, internal and external staff developers, all K-5 teachers, all 6-8 ELA teachers and Academic Intervention Service providers.*

Implementation Timeline : *September 2011 -May 2012*

Activity #3

Academic Intervention: *Differentiated small group instruction will be provided during the instructional day through the push-in and pull-out models*

Target Population: *Students at risk of not making annual yearly progress as assessed through formal and informal interim assessments, teacher observations and reading benchmarks.*

Responsible Staff Members: *AIS providers, ESL providers, and classroom teachers*

Implementation Timeline *September 2011 - May 2012*

Steps for Including teachers in the decision-making process

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. Data for all students will be used to plan differentiated activities.

Staff determined that a 5% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy and whether additional support is needed to differentiate instruction.

Staff will create a school wide word study curriculum that will include phonics and vocabulary study. Staff members will also develop a school wide plan to develop the effectiveness of independent reading.

Periodic Assessment Dates: November 2011, January 2012, May 2012

Strategies to increase parental involvement

Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- *Parents will be trained on how to use the ARIS Parent Link*
- *The school will host Family Literacy nights*
- *The school will host workshops explaining the common core standards and how they relate to the ELA exam.*
- *Parent Teacher conferences will be held with the K-8 staff*
- *The school will distribute a Family Handbook*
- *Creation of a Yahoo Parent group*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff will regularly attend hiring fairs to identify and recruit-highly qualified ELA teachers if there are vacancies*
- *The payroll secretary will work closely with the network's human resources department to ensure that non-HQT meet all required documentation and assessment deadlines*
- *Mentors will be assigned to support new, struggling, and un-qualified teachers.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

A SAPIS worker was hired as part of the school's effort to improve students' ability to perform and cope with everyday issues.

All K-8 students will participate in one of the literacy-based programs that have been established as part of the overall instruction.

Budget and resources alignment

- *Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.*

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Title I funds will be used to fund Academic Intervention Teachers –READ 180*
- *NYSTL funds will be used to purchase Palm Pilots for the ECLAS program*
- *Title I funds will be used to provide per session and training rate for teachers attending Professional Development after school, and for planning and conducting evening parent workshops*
- *Programming will accommodate weekly grade level planning meetings on all grades*
- *Per diem allocation will be used to fund substitute teachers so that teachers can attend Professional Development during the school day and schedule inter-visitation to view effective practice*

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, there will be an increase of 20% in the number of students in grades 4 through 8 who will show more than a year of progress as measured by the NYS math test.

Comprehensive needs assessment

After conducting data analysis from the state Math assessment, it was determined that only one student sub-group, the ELL students, did meet their annual yearly progress on the State assessment.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: integrating common core standards; understanding of the various assessments (Options, Acuity, topic based) to review and revise curriculum; item analysis of state and predictive testing for differentiated student learning; use of rubrics with regard to standards used in state testing format; develop inquiry work with regard to planning and differentiated instruction for all student groups.

Target Population: Teachers and paraprofessionals servicing SWDs, teachers servicing ELLs and teachers servicing the general education population in grades K-8.

Responsible Staff Members: Principal, Assistant Principals, Staff Developers (Internal and External), Network Curriculum Specialist, Data Specialist, classroom teachers and paraprofessionals

Implementation Timeline: September 2011-May 2012

Activity #2

Common Planning Time: There will be weekly collaborative grade level planning sessions for grades K-5 teachers. There will also be weekly collaborative Mathematics planning sessions for grades 6-8 math teachers. These planning sessions will be used to assess the data found through various assessments to drive instruction, monitor student progress, and use the inquiry process to improve student outcomes

Target Population: K-5 teachers and 6-8 Mathematics teachers

Responsible Staff Members: Principal, Assistant Principals, Staff Developers (Internal and External), Network Curriculum Specialist, all K-5 teachers, all 6-8 Mathematics teachers and AIS providers.

Implementation Timeline: September 2011-May 2012

Activity #3

Academic Intervention: Differentiated small group instruction will be provided during the instructional day through the push in and pull out models.

Target Population: Students at risk of not making annual yearly progress as assessed through formal and informal interim assessments and teacher observations.

Responsible Staff Members: AIS providers, ESL providers, and classroom teachers

Implementation Timeline: September 2011 - May 2012

Strategies to increase parental involvement

Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Parents will be trained on how to use the ARIS Parent Link
- The school will host a Curriculum night
- The school will host workshops explaining the common core standards and how they relate to the Math exam.
- Parent Teacher conferences will be held with the K-8 staff
- The school will distribute a Family Handbook
- Creation of a Yahoo Parent group

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff will regularly attend hiring fairs to identify and recruit-highly qualified Math teachers if there are vacancies*
- *The payroll secretary will work closely with the network's human resources department to ensure that non-HQT meet all required documentation and assessment deadlines*
- *Mentors will be assigned to support new, struggling, and un-qualified teachers.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

A SAPIS worker was hired as part of the school's effort to improve students' ability to perform and cope with everyday issues.

All K-8 students will participate in one of the Math-based programs that have been established as part of the overall instruction.

Budget and resources alignment

- *Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.*

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Title I funds will be used to fund Academic Intervention Teachers*
- *Title I funds will be used to provide per session and training rate for teachers attending Professional Development after*

school, and for planning and conducting evening parent workshops

- *Programming will accommodate weekly grade level planning meetings on all grades*
- *Per diem allocation will be used to fund substitute teachers so that teachers can attend Professional Development during the school day and schedule inter-visitation to view effective practice*

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012, Students with Disabilities (SWDs) subgroups will demonstrate progress towards achieving state standards as measured by a 10% increase in the number of students scoring at Level 3 & 4 on the NYS ELA and Math assessments.

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that SWDs showed a decrease in performance on the English Language Arts and Math assessments. As a result, we have decided that moving our SWDs subgroup from one level to the next was a priority goal for this school year.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; common core standards, use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing SWDs and students in SWDs subgroups.*
- *Responsible Staff Members: Principal, Assistant Principals for SWDs, Staff Developers (internal and external, including support from Network Curriculum Specialists), Data Specialist and Classroom Teachers.*
- *Implementation Timeline: September 2011 through May 2012*

Activity #2

- *Creation of a Data Room: A data room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curricula data, made accessible in the room, focusing on SWDs who are at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA and Math, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff members will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*

- Target Population(s): Teams of Teachers working with SWDs not making acceptable gains.
- Responsible Staff Members: Assistant Principals for Staff Developers, Data Specialist, Classroom Teachers.
- Implementation Timeline: September 2011-June 2012

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level meetings on the elementary school level and departmental meetings on the middle school level to review student data gathered from periodic assessments. Data for SWD students will be compared to the All Students Subgroup and will be used to plan differentiated activities for all students.*
- *Staff determined that a 5% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction is needed.*
- *Periodic Assessment Dates: November 2011, January 2012 and March 2012*

Strategies to increase parental involvement

- *ELA and Math teachers will design training modules and host workshops/information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
- *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Treasures in the elementary school and Glencoe Literature in the middle school).*
- *Parent Coordinator will host bookmaking and storytelling workshops for parents of SWDs.*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled PA meetings to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent handbook that is translated in all the dominant languages of the school.*
- *Parents will be trained on how to use ARIS Parent Link.*
- *October 2011 – June 2012.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA, Math and special education teachers.*
- *The payroll personnel secretary will work closely with the network's human resources department to ensure that non-HQT meet all required documentation and assessment deadlines.*

- *Mentors will be assigned to support struggling, newly hired, and un-qualified teachers.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *All SWDs will participate in one of the literacy and math based programs that have been established as part of the overall instructional program.*
 - *A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWD's.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources: Title I SWP school:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week) (Title I)*
- *Supplemental instructional materials to support ESL and SWD curriculum development during the regular school day (Title I, FSF)*
- *Supplemental consumable instructional materials for use during extended day and weekend ELL and SWD programs. (Title I, Title III, IDEA)*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development. (Title I, Title II A, Title III)*
- *September 2011-June 2012.*

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

Our goal is by June 2012, we will have an increase of 15% in parent participation at our parent meetings, on our parent committees, and at all school activities including parent workshops. Additionally, our goal is to ensure that 66% of our families will have accessed the ARIS parent link.

Comprehensive needs assessment

An analysis of data by the SLT indicated that there could be more parental involvement. It was determined that more than 50% of the parents come to school on open school night and afternoon, but a smaller number attend the meetings and workshops that are offered by the school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will continue the following actions and strategies while developing new ones:

The Parent coordinator will ensure that the parent newsletter in English and Spanish will continue to be sent home monthly with an overview of projects, school policies, celebrations and announcements both past and upcoming.

The school will continue to vigorously promote the initiative to encourage parents to access ARIS data regarding the academic progress of their children. Parent notices will continue to be sent home in English, Spanish, and Haitian Creole.

Monthly calendar will continue to be sent home with students.

A “parent-friendly” easy-to-read Family Handbook & staff directory will be sent home.

A new bulletin board dedicated to parent announcements will be displayed.

A survey of parent interest will continue to be developed and sent home in English, Spanish, and Haitian Creole.

Parents on the School Leadership Team will continue their involvement in making important decisions concerning the school instructional plan (CEP) and the allocation of resources to support it.

Parents will be provided with opportunities to participate in Learning Leaders of NY.

Parents will continue the relatively high level of participation on class trips.

An expanded menu of workshops will continue to inform parents within the context of hands-on activities and to familiarize them with:

- *Classroom routines and rituals*
- *Homework*
- *Test taking readiness and strategies*
- *Curriculum*
- *Nutrition*
- *Conflict Resolution/Anti-Bullying Initiatives*
- *The ARIS Parent Link*

Community speakers will be guests at Parent Involvement workshops.

Saturday Workshops will be presented by consultants and CBOs, based on availability of funding

Parents will continue to be invited to informal and formal school events and celebrations (publishing parties, graduations, awards assemblies, etc.). Principal, Laurentina Matthew (parent coordinator), Classroom Teachers Letters and notices to parents will continue to be translated into Spanish and Haitian Creole.

Parents will continue to be invited to school festivals.

More drawings for door prizes will be held at school meetings for parents.

Refreshments for parents will continue to be provided at all school meetings

Strategies to increase parental involvement

- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled PA meetings to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a Family handbook that is translated in all the dominant languages of the school.*
- *Parents will be trained on how to use the ARIS Parent Link.*
- *October 2011 – June 2012.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch licensed teachers for the elementary grades, content area licensed teachers for the middle school grades and special education and ESL licensed teachers..*
- *The payroll personnel secretary will work closely with the network's human resources department to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors will be assigned to support struggling, newly hired, and un-qualified teachers.*

Service and program coordination

- *All students will participate in one of the literacy and math based programs that have been established as part of the overall instructional program.*
- *A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance.*

Budget and resources alignment

- *Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY' 12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this*

action plan.

Funding Sources: Title I SWP school:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week) (Title I)*
- *Supplemental instructional materials to support ESL and SWD curriculum development during the regular school day (Title I, FSF)*
- *Supplemental consumable instructional materials for use during extended day and weekend ELL and SWD programs. (Title I, Title III, IDEA)*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development. (Title I, Title II A, Title III)*
- *September 2011-June 2012.*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	9	9	N/A	N/A	3	0	0	0
1	16	15	N/A	N/A	7	0	2	1
2	12	11	N/A	N/A	9	1	2	1
3	34	20	N/A	N/A	2	2	2	1
4	31	23	12	2	5	1	1	1
5	47	21	2	2	8	2	2	1
6	56	48	7	4	12	2	1	1
7	24	18	3	4	9	2	1	2
8	48	31	20	12	14	1	2	2
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

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Read 180: small group and independent instruction provided during the school day. This is a technology based program which teaches the student reading strategies and increase listening comprehension.</p> <p>Head Sprout: individual instruction provided during the school day. This is a computer based program that teaches phonemic awareness and sound blending.</p> <p>Reading Recovery: small group instruction provided during the school day. This program promotes phonic skills, use of pictorial clues, and rereading to check for meaning.</p> <p>Fundations: it is a phonics program which builds a foundation for reading and writing. The instruction provides an explicit, cumulative and multi-sensory approach with the whole class and targeted populations.</p> <p>RIGOR: (Reading Instructional Goals for Older Students); it consists of leveled content area 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>Wilson:</p> <p>Small group instruction:</p>

<p>Mathematics</p>	<p>Finish Line: small group instruction provided during the school day. The program is designed to prepare students to take math tests. It 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>Great Leaps Computation: small group and independent instruction provided during the school day. It teaches skills through game format relative to the students' current grade. The program allows for benchmarking and targets specific areas.</p> <p>Coach: whole class and targeted populations during the school day. This provides a comprehensive review of the mathematical skills and concepts necessary for students taking the NYS test. It exposes the student to content, style and format; helps to diagnose specific problems to individualize the program for re-teaching</p>
<p>Science</p>	<p>RIGOR : (Reading Instructional Goals for Older Readers); It consists of leveled content area books in the subject of science. 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>Supplemental Assistance: provided during the school day; assist students in areas of diagnosed deficiency within the curriculum.</p>
<p>Social Studies</p>	<p>RIGOR : (Reading Instructional Goals for Older Readers); It consists of leveled content area books in the subject of 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>Supplemental Assistance: provided during the school day; assist students in areas of diagnosed deficiency within the curriculum.</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Counseling sessions are held during the school day to address the students' behavior issues that are affecting their academic success and/or achievement. These sessions are geared towards teaching students the appropriate skills necessary to address their academic challenges. In some instances, children are met on an individual basis to address more specific and individualized needs. Depending on the need, different counseling approaches will be taken to address the issues.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Individual and group crisis counseling provided on an as needed basis for student with occasional behavioral outbursts that produce a negative impact on 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.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>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.</p>
<p>At-risk Health-related Services</p>	<p>The nurse will counsel students related to their individual health issue; to understand the problem, dealing with it, and recognition of the difficulties associated with the issue.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _22k109_____ School Name: __Glenwood School for Science and Technology__

Phase: Corrective Action Year 2

Category: Comprehensive

Intervention: Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The Critical Key Findings from the External School Curriculum Audit were as follows:

CRITICAL KEY FINDING 1: Behavior management/transitions are inconsistent in the school.

Critical Key Finding 1 is supported by information from classroom observations and teacher survey results. Behavior management techniques and transition routines help teachers minimize the loss of allocated instructional time. Eight of the 19 classrooms observed demonstrated consistent behavior management and transition routines. Two classrooms that were observed had no routines in place, and nine had limited routines related to transitions. Seventeen of 49 teachers who took the teacher survey reported they had never received professional development focused on managing student behavior.

CRITICAL KEY FINDING 2: IEPs are not being used consistently to drive instruction.

Critical Key Finding 2 is supported by information from teacher survey results. Twenty-five of the 34 respondents agreed that IEPs are consulted on an infrequent basis (less than one or two times per month).

CRITICAL KEY FINDING 3: Most teachers are not teaching word study effectively.

Critical Key Finding 3 is supported by information from classroom observations. Word work, or systematic word study, refers to students' ability to recognize words, both aurally and visually. Though the school administration expects teachers at every grade level to schedule 20 to 30 minutes of word study each day, no word study lessons were observed in any of the 19 classrooms visited. Though word walls were displayed in the visited classrooms, they were neither used consistently nor in compliance with the criteria for an effective wall.

CRITICAL KEY FINDING 4: Lack of routines is negatively impacting instructional time.

Critical Key Finding 4 is supported by information from classroom observations. In addition to the lack of transition routines, teachers in eight classrooms did not have routines in place to encourage student engagement. In one classroom, a teacher would call for volunteers but then would not always give three to five seconds' wait time for students to respond.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We will develop and implement school wide:

A plan to ensure that the components of effective classroom management are evident in all classrooms.

A schoolwide word-study curriculum.

A plan to increase the effectiveness of independent reading.

A multiyear plan to align the school's curriculum, instruction, assessments, and instructional materials to the Common Core standards; and

A multiyear professional development plan that follows a job-embedded and sustained professional learning process

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

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, the Network Achievement Coaches, 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.

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

NYS mandates that all first year teachers new to teaching receive mentoring. Studies suggest that there is a link between mentoring & accelerating new teacher quality. The primary goal of our teacher-mentoring at PS/IS 109 is to put systems in place that acknowledge these challenges and simultaneously support our new teachers to quickly develop their skills and expertise to become more effective practitioners in their first year of teaching.

At the outset, we pair our new teachers with a partner teacher in the same license area. Both teachers meet during their common prep times. Additionally, we adjust their schedules to allow for reciprocal classroom visits and opportunities for the mentor teacher to model and conduct demonstration lessons.

Through our mentoring we hope to orient the new teacher to the school and help him/her to:

o identify and access school and community resources

o develop classroom rules and routines

o with classroom management

o set-up classroom

o with lesson planning

o with formal and informal assessment strategies

o with analysis of student work and differentiation of instruction

o understand and use the curriculum and student standards

- o develop short and long term goals*
- o prepare for supervisors' observations*
- o to communicate effectively with parents*
- o prepare for parent-teacher conferences*
- o understand and comply with clerical responsibilities*

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.

We will notify parents about the school's identification for school improvement by sending out the following letter to all families. This letter will be translated into Spanish and Haitian Creole to ensure that all of our families are informed of our status.

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that have been proven to be effective. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

For 2011-2012, the New York State Education Department has identified our school PS/IS 109 (22k109) as a Corrective Action, Year 2/Comprehensive Category, as required under federal NCLB rules and the State's Differentiated Accountability system. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in Grades 3-8 English Language Arts for All students, including the following subgroups: Students with Disabilities, African-American Students, Hispanic Students, Limited English Proficient Students, and our Economically Disadvantaged Students

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- Improved teaching strategies and smaller class sizes for struggling students;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- More classroom time devoted to reading and math skills;
- Strategies to increase daily attendance; and
- Expanded parental involvement programs to allow families to be partners in our improvement efforts

In addition, as a Title I School In Need of Improvement, some of our students are also eligible for Supplemental Educational Services (SES). SES consists of tutoring or other remedial services offered at no cost to you after-school or on weekends. If your child is free-lunch eligible, you will have the option to select from a list of state-approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also

invite you to participate in all school activities. Stay in close contact with our Parent Coordinator or other parent liaison and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parents' Association and School Leadership Team.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator Ms. Matthew. She can be reached at (718) 693-3426, Extension 1171. All school report cards can also be viewed online on the State's website at <https://reportcards.nysed.gov/>.

I would like you to attend a meeting that has been scheduled to answer any questions you may have about the school improvement interventions and programs described above. This meeting will be held on: (Date to be determined).

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me at (718) 693-3426.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Wendy Karp	District 22	Borough Brooklyn	School Number 109
School Name Glenwood Academy of Science and Technolo			

B. Language Allocation Policy Team Composition

Principal Dwight Chase	Assistant Principal Marina Brown, Tom McLaughlin
Coach type here	Coach type here
ESL Teacher Gilda Everett	Guidance Counselor Joanne Gianattasio
Teacher/Subject Area Jacqueline Agosto-Monett/ESL	Parent type here
Teacher/Subject Area Jason Taruskin/ESL	Parent Coordinator Lauren Matthew
Related Service Provider type here	Other type here
Network Leader Wendy Karp	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	558	Total Number of ELLs	74	ELLs as share of total student population (%)	13.26%
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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.
5. 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.)
6. 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. 

1. When parents come to register their children at PS/IS109, our Pupil Accounting Secretary, Ms. V. Gallagher, conducts an informal oral interview, which includes asking the parents whether another language is spoken in the home. If the response is “yes,” she distributes the Home Language Identification Survey (HLIS) in the corresponding language that is spoken at the home. The Home Language Identification Survey is a form letter that is given to parents in their respective home language. The survey contains 8 questions that help the ESL teacher ascertain the dominant language spoken by the pupil. Mrs. Gallagher then summons one of our two ESL teachers to come down to the office to further interview the parent. Both of our ESL Pull-out teachers, Ms. Everett and Ms. Agosto, are New York State Certified ESL teachers and are fluent in both English and Spanish. After interviewing the parent, the ESL teacher conferences with Mrs. Gallagher who subsequently designates the Other Than English Language (OTELE) code into the ATS system. Based on the parental responses on the appropriate HLIS, the ESL teacher determines whether the pupil is LAB-R eligible. If the parent speaks a language other than English or Spanish, the ESL teacher enlists the assistance of a fellow pedagogue, school aide or family worker that speaks that language to help translate in the interview process. If both of our two ESL teachers are not available to come to the office to interview the parent, the Pupil Accounting Secretary proceeds to give the paperwork to the parent for the ESL teachers to review at a later time. We give out the registration materials along with the appropriate HLIS form. After the parent completes the registration packet, the Pupil Accounting secretary processes it and holds onto it until one of our two ESL Pull-out teachers can review it. As soon as one of our two ESL teachers obtains it from Mrs. Gallagher, she reviews all the responses on the HLIS form. If necessary, the ESL teacher will make telephone calls home to confirm the designated OTELE code and make the LAB-R eligibility determination. We follow the New York City Department of Education Guidelines for identifying which students are mandated to be LAB-R tested on the HLIS; one response other than English for questions 1-4 and two responses other than English for questions 5-8. If questions 1 or 5 or both are in a language other than English, we call the parent to verify the language of dominance. Depending on the parent’s verbal response, the ESL teacher then determines whether that student should or should not be LAB-R tested. We make sure that this process is completed within 10 days.

2. If the students are LAB-R eligible or are new transfers into our school, the ESL teacher proceeds to distribute the standard NYCDOE ELL Entitlement/Parent Orientation and Parent Option Survey and Program Selection letters to the teachers of newly admitted or Transferred ELLs. The teachers are instructed to distribute these letters to the students who will bring them home in their folders to give to their parents. The letters are given to pupils in both English and in their home language. The purpose of the ELL Parent Orientation is twofold: to let the parent know that they have the right to select a language program of study for their child and to get them to exercise that right by making a choice on the NYC DOE Parent Option Survey and Selection form. For instance, parents can select a Transitional Bilingual, Dual Language or Free-Standing ESL program course of study for their child. All the information is presented in the Home Language of the parent via the NYCDOE ELL Parent Orientation DVD. Ms. Everett or Mrs. Agosto-Monett are present to explain the 3 programs offered should the parents have any more questions. If parents select a program that is not available at our school, our Parent Coordinator, Ms. L. Matthew, assists them to locate a school in the district that offers that program. She has a current list of other schools in the city that offer other models of instruction such as Transitional Bilingual Education and Dual Language. Parent Orientations are conducted on the last Friday of every month. If parents are not able to make the monthly Orientation, they will be invited to the proceeding month’s Orientation. If the parent does not attend the second meeting, then, ESL teacher and a

translator (if needed) calls the parent on the telephone to explain their language program of study options. Following this, we send home the Parent Option Survey and Selection form home with the student to be completed by the parent and returned to either Ms. Everett or Ms. Agosto the next day. If the parent cannot be reached by telephone we mail the survey to the home. If there is no response by the parent, the student is considered a Transitional Bilingual Education program choice by default, as per CPR Part 154. A standard NYCDOE Placement letter is sent home in the Home Language and in English. This letter informs the parent that since he/she did not select a language program on the Parent Option Survey and Selection form, their child has been placed in the language program available in our school for the school year. Parent Survey and Selection forms have to be returned by the end of the second month that the student has admitted into our school. A record of HLIS, Entitlement/Orientation letters, Parent Option Survey and Selection forms and Program Selection/Placement letters are maintained on our New Admit/Transfer sheets. We also keep copies of all letters that were distributed in a file cabinet in Ms. Everett's classroom.

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*

3. After we have received the Parent Survey and Selection forms, we begin to analyze them. We classify them by sorting through the three programs that have been selected from. Then, we count them to confirm the dominant and other programs of study that were selected. In this manner, we can identify the trends in program selection. We also are mindful of 15 of any one language in one or contiguous grades that may have to form future bilingual classes (ASPIRA Consent Decree).

4. If a child is determined to be eligible to take the LAB-R, either Ms. Everett or Ms. Agosto administers the exam. We make sure that it is done within the 10-day period. After LAB-R eligible students are tested, the ESL teacher scores it by using the scoring materials provided by the NYC Department of Education (DOE). She then calculates the student's English language proficiency level and programs that child for his/her mandated ESL instructional time, depending on the score. If the child speaks Spanish and is eligible for ESL based on the LAB-R score, the Spanish LAB is administered. The Spanish LAB serves to gauge the student's literacy level in the Spanish language. There are two forms of this exam, A and B. The form to be used is specified in the annual state DAA testing memo. The exam is subsequently scored by the ESL teacher. The LAB-R and Spanish LAB is then submitted to our designated school district 22 center where the answer documents are scored as dictated by the DOE LAB-R testing calendar. Beginner and Intermediate ELLs are mandated for 360 instructional minutes of ESL instruction per week and advanced ELLs are mandated for 180 instructional minutes of ELA/ESL instruction per week, as per CR Part 154. Once the Official LAB-R scores are received back, we distribute the standard NYCDOE Program Placement letters in both the Home Languages and in English. These letters serve to confirm with parents of only newly admitted ELLs that their child has been placed into the language program of study available in the school. Copies of all correspondence is kept in a file cabinet in Ms. Everett's classroom.

Once the LAB-R is administered and scored, Mrs. Agosto-Monett and Ms. Everett determine whether the student is at the Beginning, Intermediate or Advanced level based on the LAB-R cut scores sent to us in the Assessment Memorandum. The child is placed in his or her group accordingly.

The parents of ELLs who test out of NYSESLAT and are deemed proficient in English receive the standard NYDOE Non-Entitlement/Transition letter in English and their native language. For ELLs who did not test out of NYSESLAT and continue to be eligible for ESL instruction, their parents are notified via the standard NYCDOE Continued Entitlement letters. These letters are distributed in English and in the Home Language in the same way that the Entitlement/Parent Orientation and Survey forms are distributed (described earlier). When NYSESLAT scores are available in September, Ms. Everett and Mrs. Agosto-Monett analyze the data and four language modalities to ascertain how each student is progressing in his/her quest for English Language proficiency. We use the data from the ATS RLAT and RMSR reports to drive our ESL instruction. In April we obtain an RLER report. We use this report to confirm all of ELLs who are eligible to take the NYSESLAT exam. These are the steps taken to annually evaluate ELLs using the NYSESLAT.

5. After reviewing the Parent Survey and Selection forms for the past few years, the dominant trend of parent program choice at PS/IS 109 is Freestanding ESL. In the current school year, 36 parents have chosen Freestanding ESL, 4 have chosen Transitional Bilingual Education, 1 has chosen the Dual Language program, and 19 have defaulted because they have not responded on the Parent Survey form. For ESL, 0 parents of Kindergarten students have chosen ESL for instruction, 1st grade, 4; 2nd grade, 6; 3rd grade, 7; 4th grade, 3; 5th grade, 4; 6th grade, 8; 7th grade, 1 and 8th grade, 3.
 For Traditional Bilingual Education: K, 0; 1st, 0; 2nd, 0; 3rd, 2; 4th, 0; 5th, 0; 6th, 1; 7th, 1; 8th, 0.
 Dual Language: K, 0; 1st, 0; 2nd, 0; 3rd, 0; 4th, 0; 5th, 0; 6th, 1; 7th, 0; 8th, 2 0.
 The following parents did not respond: 2 in Kindergarten, 6 in 1st grade, 1 in 2nd grade, 2 in 3rd grade, 7 in 4th grade, 2 in 5th grade, 2 in 6th grade, 0 in 7th grade, and 1 in 8th grade.

In summary, these are all the standard procedures that are followed in PS/IS 109 to identify all of our English Language

Learners.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	9

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. ①

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

ELLs by Subgroups										
	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	Total
Dual Language										0
ESL	41	0	3	2	1	7	9	0	4	52
Total	41	0	3	2	1	7	9	0	4	52

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	1	8	3	5	5	1	1					27
Chinese														0
Russian														0
Bengali														0
Urdu		2												2
Arabic	1	1												2
Haitian	1	4	6	4	5	4	8	5	2					39
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1		1	2					4
TOTAL	2	10	7	12	8	10	13	7	5	0	0	0	0	74

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Freestanding Pull-out and Self-contained ESL are the two organizational models utilized at PS/IS 109. In our free-standing pull-out ESL model, ELLs in Kindergarten, grades 1, 2, and 5 and 6 - 8 are pulled out for 45 minute periods. They are pulled out 4 or 8 times per week based on their instructional time mandates (360 minutes for Beginners and Intermediates and 180 minutes for Advanced). Our elementary ELLs are pulled out by Ms. G. Everett. Our middle schools ELLs are pulled out by Mrs. J. Agosto-Monett. Our elementary ELLs are grouped both heterogeneously and homogeneously. Beginners and Intermediates are grouped together by no more than two contiguous grades. Advanced ELLs are also grouped together in no more than two contiguous grades. Our middle school ELLs are grouped heterogeneously by grade. Our Self-Contained grades 3 and 4 ELLs receive all content instruction including ESL instruction from Mr. J. Taruskin, who is ESL certified. ELLs in this Self-Contained bridge class are heterogeneously placed (Beginner through Advanced). However, they are grouped homogeneously for their designated ESL and content area periods (delivered via an ESL methodology approach).

In our pull-out classes, Ms. Everett (for grades 2 and 5) and Mrs. Agosto-Monett (grades 6-8) use RIGOR, a content-based, research-supported ESL literacy program that uses science and social studies as the means for English language instruction. Both Ms. Everett and Mrs. Agosto-Monett also use grade-level literature to enrich the program and to expose the students to authentic language. For grades K and 1, Ms. Everett uses the English In My Pocket program along with authentic literature for English instruction. Mrs. Agosto-Monett also uses the Longman Social Studies series.

For native language support, there are bilingual dictionaries available in all of the ESL classrooms. We have Spanish language fiction and non-fiction books in the classroom libraries. We also use cognate word walls.

At the beginning of the school year, our two ESL Pull-out teachers (Ms. G. Everett and Mrs. J. Agosto-Monett) use the RLAT report to compile an "in-house" ESL list which contains the names of all eligible ELLs, their levels, and mandated instructional periods per week. This list is examined carefully to ensure that each student will be programmed to receive the correct number of pull-out periods per week for ESL instruction. Ms. G. Everett also confers with our 3/4 grade Self-Contained teacher, Mr. J. Taruskin, to confirm that his schedule

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Language Experience Approach, and Scaffolding. We also utilize the Backward Design approach to teaching, 75% essential questions, overt Tier 2 and Tier 3 vocabulary instruction, academic language frames, eonstruct-reconstruct embedded 50% 25%
75%	
50%	
25%	
0%	
	Dual Language
100%	Page 42
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

Our instructional plan for grades 3-8 SIFE and Special Needs ELLs is to provide them with supplemental literacy support by utilizing the RIGOR program. This program will be used by the elementary ESL Pull-out teacher to further supplement the literacy skills of the grade 3-5 SIFE and Special Needs ELLs. RIGOR is a program that consists of leveled content-area non-fiction books that teach literacy, comprehension, and decoding skills. ELLIS is a supplemental, differentiated, self-paced computer program that our SIFE and Special Needs ELLs will use during some of their ESL instructional Pull-out time. Because our SIFE and some Special Needs ELLs lack literacy in their home language, these two programs will help them build a literary foundation in the English language.

Our plan for Newcomers (less than three years) is to provide a Title III morning program which will focus on reading and writing. These students need extra support in reading and writing because they are now subject to the new NCLB regulation of having to take the ELA after only one year and a day of being admitted in the ELSS (English Language School System). We will use ELA materials that are appropriate for the proficiency levels with this subgroup.

Our plan for ELLs receiving 4-6 years of service and Long-Term ELLs is to provide a Title III morning program that will focus on writing. After reviewing all the NYSESLAT and ELA testing data we found that writing is the skill where they need the most improvement. We will utilize the Rally series in this program with these two subgroups.

Our plan for providing continuing transitional support (2 years) for ELLs reaching proficient levels on NYSESLAT is to offer an elementary and middle school bimonthly FLEP (Former Limited English Proficient) Writers workshop. These workshops will be designed to assist students with their class writing assignments and to reinforce process writing with peer to peer feedback and teacher to student conferencing. These 45 minute workshops will be scheduled bimonthly in both the elementary and middle school ESL Pull-out teacher programs. FLEPs partaking in this program will be pulled out accordingly by Ms. G. Everett and Mrs. J. Agosto-Monett.

All of our ELL subgroups will have the opportunity to use the RIGOR program for our grade 3-8 ELLs. This program has leveled content area books which will enable our ELLs to master content knowledge in a differentiated manner. This program will be available to grade 3-8 ELLs in both their Pull-out and content area class environments. RIGOR is aligned with NCLB learning standards. Also, all three ESL teachers completed a 3-year series of workshops that focused on training in new, research-based approaches to ESL instruction using deconstruct/reconstructing of figurative language phrases and sentences, explicit vocabulary lessons, use of rich, authentic text, and emphasis on the development of academic language. This was a network-based series facilitated by Ms. Maryanne Cucchiara. In addition, both our general education and Special Needs ELLs in grades 3-8 partake in The Read 180 program and Push-in Academic Intervention Services (AIS). Read 180 is a research-based, computer-assisted Scholastic program which helps students to progress to the next reading level via differentiated, self-paced literacy activities. This program is also aligned with NCLB. Finally, NYS certified Special Education teachers work collaboratively with elementary and middle school general education teachers in CTT (Collaborative Team Teaching) settings, in order to provide additional content area support for Special Needs ELLs in grades K-8. All of these required services support and correspond to ELLs' ages and grade levels.

Our middle school ELLs take the required hours of Spanish instruction.

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

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

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

D. Professional Development and Support for School Staff

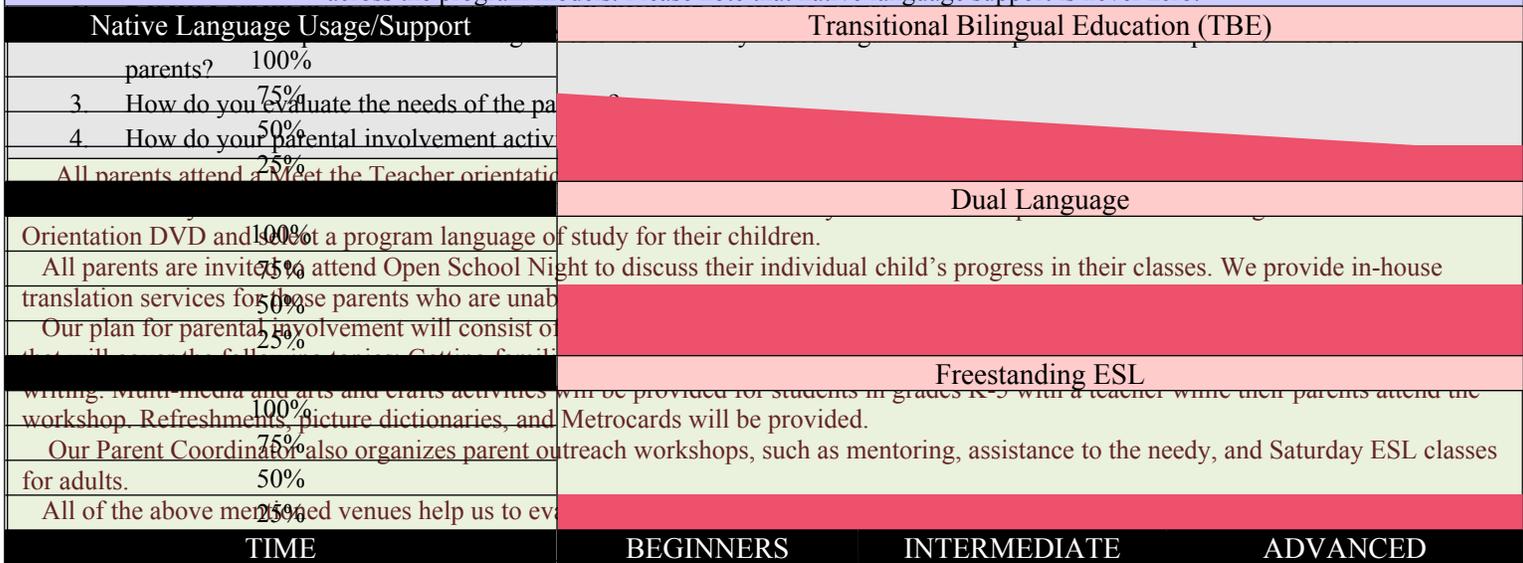
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

Our mandatory 7.5 hours of staff development for all staff other than those who hold ESL and Bilingual licenses will be met as follows: In November of 2011, all teaching staff at PS/IS 109 will have the opportunity to attend professional development sessions conducted by our 2 ESL teachers. These PD sessions will focus on strategies for making vocabulary accessible for our ELLs and general ESL methodologies including TPR (Total Physical Response), The Natural Approach, and Scaffolding.

We provide all staff with professional literature available year-round to assist them with ELLs who will be transitioning from elementary to middle school and middle school to high school. The ESL teachers also conference with the content area teachers, guidance counselors, and the librarian in order to help them better assist ELLs with different aspects of the transition process. We all work collaboratively to present promotional information in a comprehensible way to all of our ELLs. For instance, we help them fill out high school applications, the student portion of the environmental school survey, and exit projects.

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. 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.

B. Programming and Scheduling Information--Continued

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11. What programs/services for ELLs will be discontinued and why?
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All of our ELL subgroups will have the opportunity to use the RIGOR program for our grade 3-8 ELLs. This program has leveled content area books which will enable our ELLs to master content knowledge in a differentiated manner. This program will be available to grade 3-8 ELLs in both their Pull-out and content area class environments. RIGOR is aligned with NCLB learning standards. Also, all three ESL teachers completed a 3-year series of workshops that focused on training in new, research-based approaches to ESL instruction using deconstruct/reconstructing of figurative language phrases and sentences, explicit vocabulary lessons, use of rich, authentic text, and emphasis on the development of academic language. This was a network-based series facilitated by Ms. Maryanne Cucchiara. In addition, both our general education and Special Needs ELLs in grades 3-8 partake in The Read 180 program and Push-in Academic Intervention Services (AIS). Read 180 is a research-based, computer-assisted Scholastic program which helps students to progress to the next reading level via differentiated, self-paced literacy activities. This program is also aligned with NCLB. Finally, NYS certified Special Education teachers work collaboratively with elementary and middle school general education teachers in CTT (Collaborative Team Teaching) settings, in order to provide additional content area support for Special Needs ELLs in grades K-8. All of these required services support and correspond to ELLs' ages and grade levels.

Our middle school ELLs take the required hours of Spanish instruction.

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)?

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.

Our mandatory 7.5 hours of staff development for all staff other than those who hold ESL and Bilingual licenses will be met as follows: In November of 2011, all teaching staff at PS/IS 109 will have the opportunity to attend professional development sessions conducted by our 2 ESL teachers. These PD sessions will focus on strategies for making vocabulary accessible for our ELLs and general ESL methodologies including TPR (Total Physical Response), The Natural Approach, and Scaffolding.

We provide all staff with professional literature available year-round to assist them with ELLs who will be transitioning from elementary to middle school and middle school to high school. The ESL teachers also conference with the content area teachers, guidance counselors, and the librarian in order to help them better assist ELLs with different aspects of the transition process. We all work collaboratively to present promotional information in a comprehensible way to all of our ELLs. For instance, we help them fill out high school applications, the student portion of the environmental school survey, and exit projects.

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?

All parents attend a Meet the Teacher orientation at the beginning of the school year to meet the classroom teachers and ESL providers. Parents of newly admitted and transferred ELLs attend an orientation so they can view their options on the multi-lingual DOE ELL Parent Orientation DVD and select a program language of study for their children.

All parents are invited to attend Open School Night to discuss their individual child's progress in their classes. We provide in-house translation services for those parents who are unable to communicate in English.

Our plan for parental involvement will consist of two 2-hour bilingual (Spanish/English and Haitian Creole/French/English) workshops that will cover the following topics: Getting familiar with the ELA and helping your child with reading comprehension, listening, and writing. Multi-media and arts and crafts activities will be provided for students in grades K-5 with a teacher while their parents attend the workshop. Refreshments, picture dictionaries, and Metrocards will be provided.

Our Parent Coordinator also organizes parent outreach workshops, such as mentoring, assistance to the needy, and Saturday ESL classes for adults.

All of the above mentioned venues help us to evaluate the needs of our parents and address these needs.

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)	2	4	3	2	5	1	2	1	1					21
Intermediate(I)	0	6	3	7	1	4	6	3	3					33
Advanced (A)	0	0	1	3	2	5	5	3	1					20

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	10	7	12	8	10	13	7	5	0	0	0	0	74

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our school uses ECLAS and Fountas and Pinnell to assess the early literacy skills of our ELLs. The data helps us to have specific details on the strengths and weaknesses of each student in terms of reading fluency, alphabet and sight word recognition, comprehension, etc. This data is used to provide differentiated instruction for our ELLs.

The data patterns across proficiency levels on the LAB-R and NYSESLAT grades reveal that our students are achieving higher scores on the Listening and Speaking portions of the above mentioned tests and lower scores on the Reading and Writing portions of the tests. As a result, we will focus on improving reading and writing skills in our instruction.

The patterns are as follows: Our Kindergarten ELLs are at the beginning level in listening, speaking, reading and writing, according to the LAB-R results. In first grade, the majority of our ELLs scored at the intermediate level in listening and speaking, and beginner and intermediate levels in reading and writing. The majority of our second grade ELLs are at the advanced level in listening and speaking and beginner and intermediate levels in reading and writing. Our third grade students had the majority achieve the proficient level in listening and speaking and intermediate level in reading and writing.

Our fourth grade students had the majority achieve the proficient level in listening and speaking, and the beginner and intermediate levels in reading and writing. Our fifth grade ELLs had a majority achieve the proficient level in listening and speaking, and the advanced level in reading and writing. In sixth grade, the majority of the students scored advanced in listening and speaking and reading and writing. In seventh grade, the majority of the students scored at the advanced level in listening and speaking, and intermediate level in reading and writing. Our eighth grade ELLs had the majority score at the proficient level in listening and speaking and the intermediate level in reading and writing.

We evaluate the success of our programs for ELLs by using data from the NYSESLAT, ELA and ELA Interim Assessments, and Math and Math Interim Assessments to measure the progress of our students. We have seen growth and advancement in these areas.

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	0	0	6
4	2	6	0	0	8
5	8	2	0	0	10
6	4	3	0	0	7
7	2	1	0	0	3
8	2	3	0	0	5
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	6		3		1		0		10
4	2		4		1		0		7
5	6		7		0		1		14
6	1		4		2		0		7
7	1		2		0		0		3
8	3		2		0		0		5
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	1		4		3		1		9
8	2		3				5		10
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our school uses ECLAS and Fountas and Pinnell to assess the early literacy skills of our ELLs. The data helps us to have specific details on the strengths and weaknesses of each student in terms of reading fluency, alphabet and sight word recognition, comprehension, etc. This data is used to provide differentiated instruction for our ELLs.

The data patterns across proficiency levels on the LAB-R and NYSESLAT grades reveal that our students are achieving higher scores on the Listening and Speaking portions of the above mentioned tests and lower scores on the Reading and Writing portions of the tests. As a result, we will focus on improving reading and writing skills in our instruction.

The patterns are as follows: Our Kindergarten ELLs are at the beginning level in listening, speaking, reading and writing, according to the LAB-R results. In first grade, the majority of our ELLs scored at the intermediate level in listening and speaking, and beginner and intermediate levels in reading and writing. The majority of our second grade ELLs are at the advanced level in listening and speaking and beginner and intermediate levels in reading and writing. Our third grade students had the majority achieve the proficient level in listening and speaking and intermediate level in reading and writing.

Our fourth grade students had the majority achieve the proficient level in listening and speaking, and the beginner and intermediate levels in reading and writing. Our fifth grade ELLs had a majority achieve the proficient level in listening and speaking, and the advanced level in reading and writing. In sixth grade, the majority of the students scored advanced in listening and speaking and reading and writing. In seventh grade, the majority of the students scored at the advanced level in listening and speaking, and intermediate level in reading and

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

School Name: PS/IS 109

School DBN: 22K109

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
Ms. Marina Brown	Assistant Principal		1/1/01
Ms. Lauren Matthew	Parent Coordinator		1/1/01
Ms. Gilda Everett	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. J. Agosto-Monett/ESL	Teacher/Subject Area		1/1/01
Mr. J. Taruskin/ESL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. J. Gianattasio	Guidance Counselor		1/1/01
Ms. Wendy Karp	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K109 **School Name:** Glenwood Academy of Science & Tech

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

Upon registration, each parent or guardian is required to fill out the Home Language Intake Survey. We use that survey to determine the what languages are spoken by the students in our school, and we use that data accordingly to ensure that parents are provided with appropriate and timely information in the languages they understand. We also use the ATS Place of Birth report, known by its acronym RPOB, to determine the home language of the parents of PS/IS 109.

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.

Based on the Home Language Intake Surveys and the ATS Place of Birth report (RPOB), we found that our 2 largest language groups are Hatian Creole and Spanish. We also have one speaker of Georgian, 2 Urdu, 2 Arabic and 3 Fulani speakers represented at PS/IS 109. The ESL teacher reported this to the Parent Coordinator, who now knows that information must be sent to the parents in these languages.

Part B: Strategies and Activities

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

All school information is translated using an Internet-based translation program. This program provides the translations immediately, which in turn enables the school to disseminate the translated documents in a timely, accurate fashion.

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.

The school provides oral interpretation services in-house. Pedagogues and paraprofessionals provide oral translation services when needed.

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>.

We have provided each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. We have posted signs indicating the availability of interpretation services in the most prominent covered languages. The signs are in a conspicuous location near the primary entrance to PS/IS 109. According to our Safety Plan, parents will have access to the school's administrative offices using our in-house translators. We use the Translation and Interpretation Unit when necessary for languages that are not covered. We will refer to the Department's website for directives to provide information concerning the rights of parents to translation and interpretation services, and how to access such services, in each of the languages that are covered and not covered according to the Department of Education.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 109	DBN: 22K109
Cluster Leader:	Network Leader: Wendy Karp
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. /I.S. 109 will offer two contiguous morning academies for our Newcomers, First-time ELL ELA test-takers, Long-Term ELLs, and Advanced ELLs in the 2011-2012 school year.

The first “Newcomer Academy” will be offered Tuesdays through Thursdays from 7:30 a.m. to 8:15 a.m. and will run from January to February of 2012. Based on the 2011 NYSESLAT Combined Modality Report (RMSR) and LAB-R, it was determined that our Newcomers with less than three years in the English Language School System (ELSS) need additional support in listening comprehension and speaking skills, thus, the rationale for this academy. We plan to offer explicit instruction in the English language which will target listening and speaking skills for Newcomers in grades 3-8. This academy will service 14 ELLs and will consist of two subgroups; 8 students in group one (grades 3-5) and 6 students in group two (grades 6-8). These two groups will be taught by two New York State certified teachers (One certified NYS ESL teacher and one NYS certified Common Branch Teacher). The materials that will be utilized in this academy include Longman’s Keys to Learning program and the New York City Department of Education webpage for ELLs that offers various listening and speaking activities for ELLs.

The second “ELL-ELA Academy,” will also be offered on Tuesdays through Thursdays from 7:30 a.m. to 8:15 a.m., but will run in March and April of 2012. The rationale for this academy is to provide additional support in listening, reading and writing skills for our first-time ELA ELL test-takers and to provide supplemental support for our Advanced and Long-term ELLs in grades 3-8 who need an extra “boost” to help them increase by at least one level on this exam. As per the New York State Education Department regulations, ELLs who have been in the ELSS for more than a year and a day must take the ELA exam. First time test takers need to learn strategies that will help to familiarize them with format of this exam while also maximizing their potential success rate. This academy will service 42 ELLs and will consist of three heterogeneous subgroups: First-time test-takers, Long-Term ELLs, and Advanced ELLs. There will be 12 students in grade three, 6 students in grade four, 4 students in grade 5, 9 students in grades six, 3 students in grade 7, and 1 student in grade 8.

These three subgroups will be taught by four New York State certified teachers (one ESL certified and three Common Branch). The language of instruction will be in English. The materials that will be utilized are Attanasio and Associates NYSESLAT and Beyond Program and Rally Education’s Essential Skills for Reading Success.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here:

Our NYS certified ESL teachers, Ms. Gilda Everett and Ms. Jacqueline Agosto-Monett, will provide six forty-five minute professional development planning sessions for our two other NYS Common Branch certified teachers on the following Monday dates: January 2 and 30, 2012, February 27, 2012, March 5, 2012, April 2 and 30, 2012. These PD sessions will focus on how to implement Longman's Keys to Learning Program, the New York City Department of Education's Webpage for ELLs (Listening and speaking activities), Continental Press's Getting Ready for the NYSESLAT and Beyond and Rally Education's Essential Skills for Reading Success program using ESL methodology, thus, the rationale for this professional development. Topics to be covered in the PD sessions are: How to select and teach Tier Two and Three vocabulary words to ELLs, How to Demystify Figurative Language for ELLs, and How to Deconstruct and Reconstruct embedded language for ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: PS/IS 109 will offer a four-week Title 3 ELL Family Enrichment Series that will serve to help ELL parents and their children access educational programs in the Brooklyn Museum and/or the Brooklyn Academy of Music and show them how they can use these learning experiences to enhance their children's academic writing skills. The rationale of this program series is to provide a "starting ground" for parents in order to help them expose their children to multicultural educational experiences. This series will be offered for four alternating Saturdays in April and May of 2012 from 9 a.m. until 1 p.m. Our 2 NYS certified teachers, Ms. Everett and Mrs. Agosto-Monett, will co-facilitate this series. Topics to be covered will include: How Get Your Children Interested in Writing about Non-Fiction, and How To Use New York City Public Resources to Enhance Your Child's Educational Experiences. Parents will be notified of this Enrichment Series via letters in their respective home languages and in English and phone calls made by bilingual staff.

Part E: Budget

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

Allocation Amount: \$11316

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