



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 109 -- THE GLENWOOD ACADEMY OF SCIENCE & TECHNOLOGY

DBN (i.e. 01M001): 22K109

Principal: DWIGHT CHASE

Principal Email: DCHASE2@SCHOOLS.NYC.GOV

Superintendent: DR. RHONDA DAWN FARKAS

Network Leader: LISA GIGOUX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dwight Chase	*Principal or Designee	
Martha Murray	*UFT Chapter Leader or Designee	
Aquinda Balthazar	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kathleen O’Neill	Member/ Teacher	
Shawana Stewart	Member/ Teacherr	
Linda Parnes	Member/ Teacher	
Clint Amsterdam	Member/ Parent	
Errol Archer	Member/ Parent	
Aaliyah Thomas	Member/ Parent	
Karen Thompson	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

ELA achievement in all grades, including, Students With Disabilities and English Language Learners, will increase by 15% as evidenced by Fountas and Pinnell assessments, writing portfolios and task bundles aligned to CCLS, course work, the NYSESLAT and NYS ELA exam.

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 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 making adequate growth. The school will focus on improving ELA achievement for all students. In the 2012-13 school year, less than 20% of our students in grades 3-8 scored at level 3 or higher in ELA.

Instructional Strategies/Activities

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

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

1. Students will engage in tasks that are Common Core Aligned and reflect the instructional shifts.
2. Students will utilize Common Core Aligned rubrics to engage in self-assessment and peer assessment in order to articulate and improve upon student outcomes.
3. An emphasis on the increase of the push- in model for ESL and related service providers including SETTS, occupational therapy, and Speech, as opposed to the past strategy of pulling out .
4. All teachers will participate in professional development on the workshop model which changes methodology to focus more on student practice and interaction rather than lecture style instruction.
5. Specific students who received a Level 1 in ELA on last year's Common Core aligned State exam have extended day on Wednesdays and Thursdays.
6. AIS and ESL providers will use research based interventions to meet student needs and have bimonthly meetings to evaluate interim checkpoints.

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

1. Administrators, school programmer, Classroom teachers, ESL teachers, SETTS teachers, OTs, and Speech Teachers
2. All teacher teams (Vertical, Grade Level, and Department)
3. Entire teaching staff
4. AIS and ESL teachers

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

1. Teacher teams, including the ESL, SETTS, and Speech teachers, will conduct an analysis of the results of internal assessments to measure student progress.
2. Administrators will analyze the results of their informal observations of teachers to measure the extent of the shift in teacher practice
3. Interim assessments given at 6-week intervals to measure the effectiveness of the extended day program
4. ESL and AIS teachers will share their effective practices with staff during internal PD opportunities

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

1. The implementation timeline is from September, 2013 through June, 2014
2. The implementation timeline is from September, 2013 through June, 2014
3. Implementation of the increased push-in model of service is September 6, 2013; To the extent that the school schedules can change, a completion date is undetermined.

4. Weekly cabinet meetings between September 2013 and May 2014
5. Extended day for students meets 2x/weekly. The interim assessments will be given in December, February, and April.
6. The implementation timeline is September 2013 through June 2014.

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

1. Schedules will be created and programmed collaboratively to ensure that students are receiving all of their mandated services in a way that best allows for increased academic achievement.
2. Inquiry Teams meet 2x a month during 50 minute extended –day block; Administrative Team meets 4x monthly during school day; Grade level teams meet 1x weekly during common planning time built into the school schedule.
3. Extended day services are provided during the contractually mandated extended day time on Wednesdays and Thursdays.
4. Title I and Title III funds will be used to implement early morning and Saturday academies that will focus on reading and writing.

Strategies to Increase Parental Involvement

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

1. Parents of struggling students are notified via initial letter from the school informing them of placement in the RTI program. Progress reports are sent home and parents have access to the online grading system, Engrade.
2. Parent Teacher Conferences
3. Parent Workshops explaining the Common Core Learning Standards (CCLS), the RTI process, the new Common Core aligned state tests, and student academic expectations. Other workshops and information sessions will be offered both during the school day and in the evening to support the home-school connection.
4. Principal and staff establish forums for parents to express needs, concerns, and expectations.
5. Parent Email distribution list
6. All parent communication letters are available in a binder in the main office.
7. Establish and expand the number of scheduled individual workshops and activities to support parents of the targeted population.
8. Teachers will provide hands on workshops to help parents support their children.
9. On-going evaluation of participation and effectiveness of parent workshop and student academic achievement.
10. The Principal, Assistant Principals, Guidance Counselors and Parent Coordinator attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
11. Parents are trained on ARIS with the assistance of the parent coordinator.
12. Title III program that offers parents an opportunity to learn about the program and how they can best serve their children.
13. Our School Messenger system sends parents telephone calls with school information. Most messages are translated into Haitian Creole and Spanish to ensure greater access for all parents.
14. Attendance letters go home routinely letting parents know about their child's attendance record.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

100% of ELA, Math, and other core content teachers will receive professional development from assistant principals, Network Achievement coaches, and outside professional developers designed to integrate CCLS, increase academic rigor in the classroom, improve lesson planning and questioning techniques and to possess a normed understanding of the competencies of the Charlotte Danielson (ADVANCE) Teacher Evaluation system.

Comprehensive Needs Assessment

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

During our most recent Quality Review one of the areas for improvement was noted as follows:

Develop rigorous curricula and tasks that promote high-level critical thinking and problem solving skills for all students. It was further stated that “most students are not sufficiently challenged at their instructional or independent levels.”

Instructional Strategies/Activities

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

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

1. All teachers will receive 30 hours of Professional Development around the competencies outline in the ADVANCE framework and the CCLS
2. All teachers will receive a minimum of six classroom observations to observe their growth across the 22 competencies of the Danielson framework

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

1. Administrators, Network Achievement Coaches, and DOE Talent Coaches
2. Administrators

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

1. By the end of the 2013-14 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video represents Highly Effective, Effective, Developing, or Ineffective practice across competencies 1e, 3b, and 3d.

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

1. All teachers will be receive Professional Development opportunities on a rolling basis, from September, 2013 through June, 2014
2. All teachers will be observed , both informally and formally, a minimum of 6 times on a rolling basis throughout the school year

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

1. PD to take place 2x/monthly during SBO agreed extended day time; during common planning time; and during monthly Faculty Conferences

Strategies to Increase Parental Involvement

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

1. Parents of struggling students are notified via initial letter from the school informing them of placement in the RTI program. Progress reports are sent home and parents have access to the online grading system, Engrade.
2. Parent Teacher Conferences
3. Parent Workshops explaining the Common Core Learning Standards (CCLS), the RTI process, the new Common Core aligned state tests, and student academic expectations. Other workshops and information sessions will be offered both during the school day and in the evening to support the home-school connection.
4. Principal and staff establish forums for parents to express needs, concerns, and expectations.
5. Parent Email distribution list
6. All parent communication letters are available in a binder in the main office.
7. Establish and expand the number of scheduled individual workshops and activities to support parents of the targeted population.

8. Teachers will provide hands on workshops to help parents support their children.
9. On-going evaluation of participation and effectiveness of parent workshop and student academic achievement.
10. The Principal, Assistant Principals, Guidance Counselors and Parent Coordinator attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
11. Parents are trained on ARIS with the assistance of the parent coordinator.
12. Title III program that offers parents an opportunity to learn about the program and how they can best serve their children.
13. Our School Messenger system sends parents telephone calls with school information. Most messages are translated into Haitian Creole and Spanish to ensure greater access for all parents.
14. Attendance letters go home routinely letting parents know about their child's attendance record.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 15% increase in Mathematics skills across all grades as evidenced by, student coursework, and benchmark assessment and teacher observations.

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 conducting a trend analysis of student performance data on state Math assessments, it was determined that all student groups, were still not making adequate growth. The school will focus on improving Math achievement for all students. In the 2012-13 school year, less than 10% of our students in grades 3-8 scored at level 3 or higher in Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. In aligning our teaching practice to the Danielson Framework, students will be provided with multiple points of entry through teaching strategies such as guided practice, small group instruction, whole class modeling and group discussion. 2. Students will be exposed to and engaged with targeted strategies and tools that are common core aligned as demonstrated by the instructional shifts, performance tasks and rubrics 3. Teachers will participate in Professional Development, targeting the specific needs of our staff in regard to Mathematics. 4. Teachers will meet weekly in grade teams to assess student work, giving particular attention to problem solving. 5. Students who scored below grade level on last year's Common Core aligned State exam will receive academic intervention services, whether during the school day or during the extended days.
B. Key personnel and other resources used to implement each strategy/activity

1. All teacher teams, administrators, Network Achievement Coaches
2. All teacher teams, administrators, Network Achievement Coaches
3. All teacher teams, administrators, Network Achievement Coaches
4. All teacher teams, administrators, Network Achievement Coaches
5. Teacher teams, administrators

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

1. By the end of the 2013-14 school year, 66% of the teaching staff will be effective in teaching strategies such as guided practice, small group instruction, whole class modeling and group discussion, as measured by the Danielson Framework.
2. Measured by the improvement seen in student work products.
3. Measured by the inclusion of skills and strategies learned during PD and evidenced by the informal observation process
4. Measured by the improvement seen in student work and teacher practice, as measure by the Danielson Framework
5. Measured by the improvement seen in interim assessments given in December and March

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

1. The implementation timeline is from September, 2013 through June, 2014
2. The implementation timeline is from September, 2013 through June, 2014
3. The implementation timeline is from September, 2013 through June, 2014
4. The implementation timeline is from September, 2013 through June, 2014
5. The implementation timeline is from October, 2013 through June, 2014

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

1. Schedules will be created and programmed collaboratively to ensure that students are receiving all of their mandated services in a way that best allows for increased academic achievement.
2. Inquiry Teams meet 2x a month during 50 minute extended –day block; Administrative Team meets 4x monthly during school day; Grade level teams meet 1x weekly during common planning time built into the school schedule.
3. Extended day services are provided during the contractually mandated extended day time on Wednesdays and Thursdays.
4. Title I and Title III funds will be used to implement early morning after school and Saturday academies that will focus on mathematics.

Strategies to Increase Parental Involvement

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

1. Parents of struggling students are notified via initial letter from the school informing them of placement in the RTI program. Progress reports are sent home and parents have access to the online grading system, Engrade.
2. Parent Teacher Conferences
3. Parent Workshops explaining the Common Core Learning Standards (CCLS), the RTI process, the new Common Core aligned state tests, and student academic expectations. Other workshops and information sessions will be offered both during the school day and in the evening to support the home-school connection.
4. Principal and staff establish forums for parents to express needs, concerns, and expectations.
5. Parent Email distribution list
6. All parent communication letters are available in a binder in the main office.
7. Establish and expand the number of scheduled individual workshops and activities to support parents of the targeted population.
8. Teachers will provide hands on workshops to help parents support their children.

9. On-going evaluation of participation and effectiveness of parent workshop and student academic achievement.
10. The Principal, Assistant Principals, Guidance Counselors and Parent Coordinator attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
11. Parents are trained on ARIS with the assistance of the parent coordinator.
12. Title III program that offers parents an opportunity to learn about the program and how they can best serve their children.
13. Our School Messenger system sends parents telephone calls with school information. Most messages are translated into Haitian Creole and Spanish to ensure greater access for all parents.
14. Attendance letters go home routinely letting parents know about their child's attendance record.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

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.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

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.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Fountas and Pinnell Intervention System for students in grades K-5; Ready New York CCLS; Fundations , which is a phonics program which builds a foundation for reading and writing. The instruction provides an explicit, cumulative and multisensory approach with the targeted populations.	Small group, One to one, and small group instruction	During the school day, during extended Day
Mathematics	Ready New York CCLS; Scaffolding, small group reteach, manipulatives	Small group, One to one, and small group instruction	During the school day, during extended Day
Science	Re-teaching, modeling, demonstration, scaffolding	Small group	During the school day
Social Studies	Re-teaching, modeling, demonstration, scaffolding	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counseling sessions are held 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	Small group and 1:1	During the school day

be taken to address the issues;

School Psychologist 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.

Social Worker 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.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA, Math, ESL 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.

Veteran teachers that act as mentors both in and out of the classroom, inter-visitations, differentiated workshops and professional development done via the Network Instructional Team and members of the faculty, send them to workshops out of the building, meetings with administration three times at minimum throughout the year, Grade level teaming, and in- service education.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Maintain an open door policy where staff can discuss individual needs
2. Provide workshops for new and experienced teachers on the topics of using EngageNY, analysis of test data and using data to plan instruction, and differentiating instruction.
3. Schedule staff members to allow time before, during, and after the school day for small group and individualized professional development such as during department conferences and grade level meetings.
4. Provide opportunities for inter-visitation and instructional rounds to enable teachers to share strategies for differentiated instruction and other best practices to promote effective learning in all subject areas.
5. Monthly faculty and departmental conferences to ensure that teachers focus on school goals, especially in reading and writing.
6. New teachers, struggling teachers, and teachers new to a grade will be given intensive support from grade colleagues, assistant principals, and mentors. Provisions will be made for workshops, model lessons, and conferences to discuss curriculum and classroom management.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

This school year both Tax Levy and Title I money has been used to fund professional development for our teachers. Per Session monies will be set aside for afterschool and Saturday sessions.

Consultants from Pearson were hired to provide PD and to help our teachers plan curriculum and design complex tasks in ELA and Math. To help our students perform better on the state exams we have allocated per session money for after school programs to service students in grades 3, 4, 5, 6, 7, & 8. There will also be a Saturday academy for

all students in grade 8. The appropriate amount of money has been scheduled for students in temporary housing. These monies are used to purchase school supplies, school uniforms and class trips.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Parents and staff come together during summer to discuss and prepare for smooth student transitions. Additionally, Parents are encouraged to come in during the 1st few weeks of school to share thoughts and ideas around how best to meet the needs of each student.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher teams meet throughout the school year to discuss and develop assessments and to analyze and utilize the data from those assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 109
School Name Glenwood Academy of Science and Technolo		

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

Principal Mr. Dwight Chase	Assistant Principal Ms. Margaret Graves
Coach Ms. Antoinette Amato	Coach type here
ESL Teacher Ms. Gilda Everett	Guidance Counselor Ms. Joanne Manganelli
Teacher/Subject Area Ms. Natasha Rojas, ESL	Parent Ms. Aaliyah Thomas
Teacher/Subject Area Ms. Marianne Moyer/6th Grade	Parent Coordinator Ms. Laurentina Matthew
Related Service Provider Ms. Loida Arias/AIS	Other Parent- Ms. Estela Herrera
Network Leader(Only if working with the LAP team) type here	Other Ms. Maureen Lewis, 4th Grade

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	554	Total number of ELLs	39	ELLs as share of total student population (%)	7.04%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	16
SIFE	3	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25		6	10	0	4	4	0	0	39
Total	25	0	6	10	0	4	4	0	0	39

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	0	2	0	6	1	2	0					12
Chinese														0
Russian														0
Bengali														0
Urdu				1										1
Arabic														0
Haitian		1	2	2	5	3	5	1	5					24
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	2	5	5	9	7	3	6	0	0	0	0	39

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	2	2	1	2	1	0					8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	2	2	2	3	3	0	3					16
Advanced (A)	0	1	0	1	1	5	2	2	3					15
Total	0	2	2	5	5	9	7	3	6	0	0	0	0	39

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	5	3	0	0	8
5	5	1	0	0	6
6	2	0	0	0	2
7	3	1	0	0	4
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	0	0	0	0	0	0	5
4	7		1						8
5	7								7
6	3								3
7	5								5
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				6				8
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS/IS 109 uses ECLAS, the MacMillan Diagnostic, Fountas and Pinnell Benchmark Assessment System, Ready-Gen Assessments, and the Wilson Word Identification and Spelling Test to assess the early literacy skills of our ELLs. The data enables us to attain specific details on the strengths and weaknesses of each student in terms of reading fluency, alphabet and sight word recognition, comprehension, and phonemic awareness. In addition, the data is used to provide differentiated instruction for our ELLs. The data patterns revealed that our students achieved the highest scores on the Speaking portion of the NYSESLAT and LAB-R, and the lowest scores on the Reading and Writing portions of the NYSESLAT. Our ESL teachers meet with teams of classroom teachers during their planning periods and inquiry meetings to plan how to use this data to modify instruction for ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns revealed that the majority of our ELLs, 16, are at the Intermediate level of proficiency in English. 15 ELLs are at the Advanced level, and 8 are at the Beginner level. In the first grade, there is 1 intermediate student and 1 advanced student. Second grade has 2 students at the intermediate level. In the third grade, there are 2 beginning students, 2 intermediate students, and 1 advanced student. Fourth grade has 2 beginning students, 2 intermediate students, and 1 advanced student. In fifth grade, there is 1 student at the beginner level, 3 at the intermediate level, and 5 at the advanced level. Sixth grade has 2 ELLs who are beginners, 3 intermediate, and 2 advanced. Seventh grade has 1 beginner and 2 advanced students. Finally, our eighth grade has 3 ELLs at the intermediate level and 3 ELLs at the advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The NYSESLAT modality sets analysis (RNMR) is not available as of December 18, 2013.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Across the grades, the data showed that the ELLs showed the most growth in the Listening and Speaking parts of the NYSESLAT. However, the students' patterns showed they require more focused instruction in reading and writing. For reading, we provide specific, targeted vocabulary instruction, focusing on Tier II words, strategies to teach the ELLs reading skills such as how to locate the main idea and key details of a passage, inference, and author's purpose. The ELLs at PS/IS 109 take all of their examinations in English unless they require a translated version.
 - b.
The teachers use the ELL Periodic Assessment data as a tool to determine the strengths and weaknesses the students have in reading, listening, and writing. We also track the progress the students have made. Once we review the data, the students are grouped and targeted instruction is provided to meet their educational needs. We inform the students as well so that they have an active role in the process. They are taught to identify where they are and where they need to be, so they have the incentive to meet their goals. A variety of benchmark assessments are used to track their progress throughout the school year. The school leadership team ensures that the programming is effective in order to meet the students' needs, and they provide us with the materials we need for effectual instruction.
 - c.
The Periodic Assessments have helped us identify that our students are successful with listening tasks, but need focused instruction in reading comprehension. The use of cognate word walls and bilingual dictionaries enable the students to use their native language to assist in vocabulary acquisition in order to improve their understanding of reading grade appropriate texts. In addition, PS/IS 109 is fully engaged in making the pedagogical shifts necessary to be truly aligned with the Common Core State Standards. We are balancing the use of informational and literary texts in instruction, building knowledge in the disciplines using non-fiction texts, and constructing a staircase of complexity through the use of grade appropriate text. The students, with teacher guidance, engage the students in rich and rigorous evidence based on conversations about text. We emphasize the use of evidence from sources to inform or make an argument, and students constantly build the transferable vocabulary they need to access grade level complex texts, with teacher support.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Beyond the screening and identification for ESL services to support language development, in the early fall, a benchmark assessment is given in the early fall to determine the strengths and weaknesses of each student. It is part of the rigorous, CCLS-aligned Ready-

Gen curriculum, which includes English language development for ELLs, according to the Core of Instruction (Tier I) RTI guidelines. In addition, the ELLs in grades 3-8 take the ELL Periodic Assessment that mirrors the Common Core - aligned NYSESLAT. It offers the teachers and administration data to provide appropriate instruction to ensure success on the NYSESLAT. In addition to the core instruction, PS/IS 109 targets the ELLs with push-in and pull-out services supplied by the licensed ESL teachers. This "Double Dose" of instruction (Tier II) provides the mandated support and teaching required by the ELLs. Some of the ELLs at PS/IS 109 need more intensive intervention (Tier III). This is provided by the AIS teachers who teach small groups.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The teachers at PS/IS 109 ensure that a child's second language development has major consideration in instructional decisions. The content area teachers make a point to teach in such a way that they are building the students' English language skills. They provide ample opportunities for the students to speak to their peers using Think-Pair-Share and group work. The work is scaffolded through use of graphic organizers tailored for their needs. The use of Smart Boards, iPads, and laptop computers provide the ELLs with visual representation of the concepts being taught. Glossaries and dictionaries in English and the native language are available for the students to use.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

This is not applicable to PS/IS 109.

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

We evaluate the success of our programs for ELLs by using data from the ELL Periodic Assessments, ELA and Math Interim Assessments, and the New York State ELA, Math, and NYSESLAT exams to measure the progress of our students. In 2013, 45 ELLs took the NYSESLAT. 20 students went up one level or more in their proficiency levels, and 22 remained the same. We use the data to assess the growth and progress of our students, and where we see a need for improvement, we adjust our instruction and programs accordingly.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
2. As new students come in with their parents, they are greeted by the Pupil Accounting Secretary. The initial identification process begins with the Home Language Identification Survey that is given to the parent. The parent is provided with an HLIS in their native language when necessary and an interpreter is called upon if needed. The Pupil Accounting Secretary then calls upon a licensed ESL pedagogue to conduct the informal interview in English. The ESL teacher speaks Spanish fluently and is able to assist Spanish-speaking parents with the interview and the HLIS if necessary. Once the interview is complete, the licensed ESL teacher indicates on the HLIS form whether or not the student is eligible for LAB-R testing. Within ten days, each student who is identified as LAB-R eligible will be administered the LAB-R by the licensed ESL teachers. A student is considered eligible to take the LAB-R when 1 or more answers to questions #1-4 and 2 or more answers to questions #5-8 indicate that a language other than English is spoken in the home. The licensed ESL teachers then hand-score the LAB-R tests. If a student scores at or below the LAB-R cut score, he or she is entitled to receive ESL services. A copy of the HLIS for each ELL is kept on file in the ESL teacher's room and the original is kept in the student's cumulative folder. Parents are also provided with a Parent's Preferred Language Form in order to facilitate future communication. If Spanish is listed on the HLIS form as the language spoken in the home, the ESL teacher will administer the Spanish LAB if the student failed the LAB-R. It is delivered to the regional office according to the LAB-R/Spanish LAB drop-off schedule.
3. 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.

4. If students are identified as ELLs, the parents are immediately encouraged to stay to watch the New York City Department of Education online Parent Orientation video. The licensed ESL teachers will facilitate the viewing of the video. It is available in many different languages, reflecting most of the languages spoken in New York City. It explains the three important parent choices for instructional programs offered by the city of New York: Transitional Bilingual, Dual Language, and Freestanding ESL. If parents cannot stay at this time, there will be a parent orientation meeting scheduled for them within 10 days so that they can view the video and choose a program. After watching the video, parents are asked to complete a Parent Survey and Program Selection Form which is collected the same day and kept on file at the school. Interpreters are available to assist with questions. The parent survey informs the school to determine the type of ELL instructional program the parents want to have for their children. PS/IS 109 offers Freestanding ESL, but if a parent chooses TBE or a Dual Language program, the Parent Coordinator helps the parents locate a school that offers the program they requested. It has been a trend for the past 5 years that the majority of parents have chosen the Freestanding ESL program, which is primarily an ESL push-in model with some pull-out sessions if necessary. In order to build alignment between parent choice and program offerings, we continually monitor the requests of parents and the number of possible participants in a TBE program. If the parents of 15 students on the same grade or contiguous grades request TBE, or if there are 15 or more students in the same or contiguous grades who speak the same language, a class would be formed. Provisions are made for parents who are unable to attend scheduled orientations. The licensed ESL teachers will conduct a phone orientation (using translators) to ensure that parents are well informed as to the instructional programs that are available. Following the phone call, we send the Parent Option Survey and Selection form home with the student to be completed by the parent and returned to the ESL teachers the next day. If there is no response by the parent, it is considered that TBE was chosen by default as per the ASPIRA Consent Decree /CR Part 154. A standard NYC Department of Education placement letter is sent home in the home language and English. The letter informs the parents that since they did not select a language program on the Parent Option Survey and Selection form, their child has been placed in the language program that was available for the school year. 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 keep copies of all letters that are distributed.
5. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
At the beginning of the school year, every parent of an ELL receives a letter on school letterhead. Those students who achieved a grade above the LAB-R cut score, and are therefore not entitled to ESL services, will receive a non-entitlement letter. The students who scored below the LAB-R cut scores will be given an entitlement letter. Those students who received a NYSESLAT score indicating that he or she is proficient in English receive a non-entitlement letter explaining that the child will no longer require ESL services. If a student does not achieve a proficient score in the NYSESLAT, the parent or guardian will receive a continued entitlement letter explaining that the child will continue to receive ESL instruction. The licensed ESL teachers look at the current RLAT to determine which students need the appropriate letter. The letters are sent home in English and the home language. Copies are kept on file in a file cabinet in the ESL teacher's room.
6. 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.
Once the LAB-R is administered and scored, the ESL teachers 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 students are placed in their appropriate classes based on their age. Placement letters are distributed to the parents in English and the native language. Copies of all placement, continued entitlement, and score-out letters are kept on file in the ESL teacher's room after the originals are distributed to the parents of current and former ELLs. We update the ELPC screen for new admits within 20 days. We implement a push-in model with pull-out support if needed. During push-in sessions, the ELLs participate in whole and small-group instruction with guidance, instruction, and support from the ESL teachers. Correspondence with parents is provided in their native language. They are invited to Meet the Teacher conferences to initially meet all of the teachers of their children, including the ESL instructors. Parents of ELLs are invited to the Parent-Teacher Conferences in November and April to discuss the progress of their children. PS/IS 109 provides workshops to inform the parents about testing and other pertinent matters concerning ELLs. Interpreters are available for all of these activities.
7. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

When the NYSELAT booklets, answer documents, and information arrives, they are kept in a locked cabinet. The 2 licensed ESL teachers collate the booklets and answer documents and place them in folders. They fill in the required information that is needed on the answer documents; e.g. the grade, whether the child receives special education services, etc. We use RLER (list of students eligible to

take the NYSESLAT) ATS report to ensure that all ELLs take the exam. They begin administering the Speaking portion of the NYSESLAT within the testing window dates indicated on the New York State Assessment Memo. That part of the test is administered individually. The Speaking scores are recorded on a sheet provided in the NYSESLAT manual to be transferred to the student's answer document later. We then administer the Reading and Writing components of the test according to required mandates as per Assessment Memo guidelines (Listening, Reading, and Writing, in that order), by grade. Testing conditions are enforced. We keep a list of absentees and we make sure that they are tested in all four modalities. Every day we check to see if the student is in attendance. When the child returns from his or her absence, a licensed ESL teacher takes the ELL to the ESL classroom for testing. When the testing is completed, we pack the booklets and answer documents according to the directions provided by our network. The booklets are mailed to Questar, and the answer documents are taken to our regional network office. Prior to the Writing portion of the NYSESLAT, we attend a professional development session to receive training on how to score the students' tests. We have a team of licensed teachers to score the Writing part of the NYSESLAT.

8. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
For the past few years, the trend in parent choice for ELL instruction has been Freestanding ESL. In the 2012 – 2013 school year, of the parents who responded to the Parent Option Survey and Selection form, 27 requested Freestanding ESL, 2 requested Transitional Bilingual Education, and one requested a Dual Language program. We monitor the trends in parent choice by keeping copies of the Parent Option Surveys on file. Each survey is kept in a separate folder based on their choice (Freestanding ESL, Traditional Bilingual Education, Dual Language) of program, and we keep a tally of the choices. We are aligned with the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our organizational model is primarily push-in co-teaching with some pull-out sessions for focused instruction. We support students in a pull-out model according to need and to provide target support for students in preparation of the NYSESLAT. The ESL teachers attend the grade planning sessions and engage in planning and co-teaching with content area classroom teachers.
 - b. Our ELLs are heterogeneously grouped by grade so that they may benefit from push-in support from the ESL teacher.
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)?
 - a. In providing English Language Learners with licensed ESL teachers for the mandated number of instructional minutes of ESL, we schedule two-period blocks of ESL instruction at a time in order to ensure that we meet and exceed the mandated 360 minutes of teaching for our beginning/intermediate students and 180 minutes for our students at the advanced level. As required under CR Part 154, our Advanced students receive 180 minutes of ELA instruction per week to ensure that that students obtain their ELA and ESL instructional mandates.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Throughout all the content areas; Science, Math, Social Studies and ELA/ESL, the instructional approaches used are: modified balanced literacy, scaffolding, extensive use of visuals, bilingual dictionaries, bilingual picture dictionaries, audio-visual materials, graphic organizers, hands-on materials and computer technology. The materials used are aligned with New York State and City ESL standards and the Common Core Standards. In our varied approaches and methods, subject area content is made comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. PS/IS 109 has a Freestanding ESL program. We do not formally evaluate students in their native languages. However, we do provide bilingual glossaries, bilingual dictionaries, and multicultural libraries to ensure that the native language is supported for our ELLs.
6. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELL Periodic Assessment is a tool we use to evaluate our ELLs in the Reading, Listening, and Writing modalities. We use running records to assess progress in reading fluency and comprehension. Ongoing essay assignments are used to evaluate growth in writing skills. We use speaking activities to observe speech and language development in our ELLs. The ESL and content-area teachers also use informal assessments, such as one-on-one conferencing, oral presentations, and observations to gauge the progress of the ELLs.
7. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - a. The school's policy for SIFE is to inform their parents and all ESL and non-ESL teachers and create an individualized student plan based on the input of all teachers. Our instructional plan for grades 3-8 SIFE is to provide them with supplemental literacy support by utilizing the RIGOR program in addition to their grade appropriate texts. RIGOR is a program that consists of leveled Science and Social Studies content-area non-fiction books that teach phonemic awareness, comprehension, and decoding skills. PS/IS 109 uses the Ready-Gen program at the elementary school and the Code X program for middle school instruction. These programs are aligned to the Common Core standards and provide scaffolding strategies for our subgroups. SIFE students will be offered every possible opportunity for assistance, including but not limited to Title III programs, AIS programs, and extended-day instruction.
 - b. The school's plan for newcomers (less than three years) is to provide pull-out instruction tailored to their needs, focusing on

vocabulary instruction, reading, and speaking skills. PS/IS 109 also provides a Title III program which will focus on reading and writing in light of the fact that they are subject to the NCLB regulation stipulating that newcomers are required to take the NYS ELA after one year and one day of being admitted in an English Language School System (ELSS). We will teach using ESL methodologies and appropriate, Common Core aligned ESL and ELA materials.

c. All of our programs are available to our ELLs who have been receiving 4-6 years of service. The elementary students use the higher level components of the RIGOR series with additional authentic science and social studies texts in order to enrich the program. Ready-Gen and Code X, our Common Core aligned elementary and middle school curricula, offers specific scaffolded instructional strategies to support the ELLs in mastering the grade level texts. According to NYSESLAT results, writing is the area that needs the most growth, so we will offer a Title III program that addresses essay writing skills. We use the Rally program for test preparation in our Title III programs.

d. All of the programs described in section C are available to our long-term ELLs (6+ years of service). We will look at the NYSESLAT data to determine the modality that needs the most improvement for each long-term ELL and then tailor the instruction accordingly, working with the classroom or content-area teacher to provide appropriate instruction during push-in sessions.

e. For two years, former ELLs will receive testing modifications for all assessments and State exams. They will remain in heterogeneous classes with current ELLs, therefore continuing to receive the benefit of ESL methodology throughout instruction during push-in sessions.

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

Licensed and trained Special Education teachers work with our licensed and trained ESL teachers to deliver instruction to all ELL-SWDs using a wide variety of instructional strategies as well as grade level materials. Special Education students who are identified as ELLs on their IEPs are placed in the appropriate Special Education classroom and are pulled out by a certified ESL teacher for their mandated time of ESL instruction; for beginner and intermediate students they will receive 360 minutes of ESL per week, and advanced students will receive 180 minutes of ESL with 180 minutes of ELA. We teach using modified balanced literacy, scaffolding, extensive use of visuals, gestures, audio-visual materials, graphic organizers, and computer technology. Our state-certified ESL teachers use the Natural Approach, CALLA, and TPR to ensure that our ELLs meet the standards and achieve at high levels on assessments. In our varied approaches and methods, the second language development of our students is addressed.

RIGOR, Reach and Inside by National Geographic, and authentic texts that are suitable for the unit topic are used for instruction. Support is also provided by the use of bilingual dictionaries.

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

PS/IS 109 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs. Our IEP/SETTS teacher, the school psychologist, and the classroom teachers collaborate to create attainable goals and effective instructional strategies to properly meet the needs of our ELL-SWDs. Together, the decision is made as to which setting would most benefit the individual student. Our ESL teachers review the IEPs of the students to tailor instruction for the ELL-SWDs. The ELL-SWDs benefit from the push-in ESL services and are an integral part of the class, ensuring that they are in the least restrictive environment for ESL and their other subjects.

Courses Taught in Languages Other than English 

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

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

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

Courses Taught in Languages Other than English 

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

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

Math:				
Science:				

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

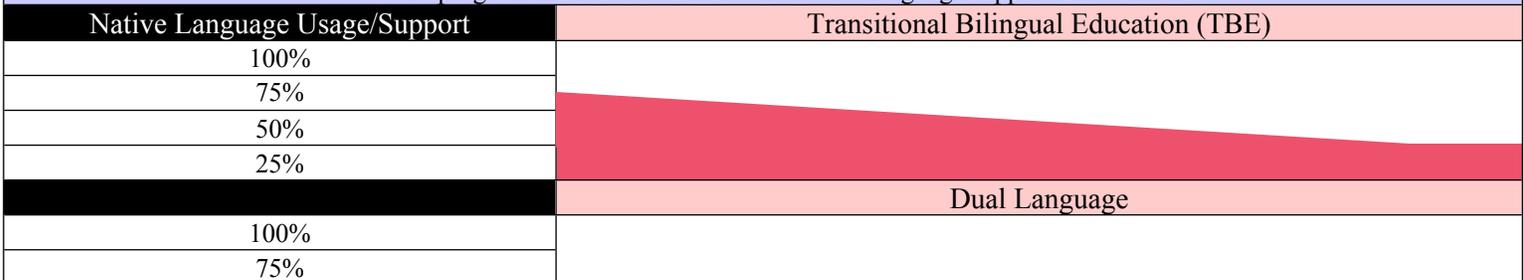
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

10. 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.

ELL students in need of academic intervention support in the areas of ELA, Math, Science and Social Studies will receive a wide range of services. Our two licensed ESL teachers will push into those classes to provide instructional support for the ELLs using ESL methodologies. SIFE and Special Needs ELLs will be able to utilize the Reading Instructional Goals for Older Readers (RIGOR) program, which utilizes leveled, content-area non-fiction books that teach literacy, comprehension, and decoding skills while providing instruction in the content areas. The ESL teachers will choose reading material to support topics already being implemented in classrooms. ELLs will also be targeted for improved student outcomes in ELA and Mathematics. Students will be serviced within Academic Support Intervention programs, taught by our IEP/SETSS teachers. Students in need of intervention will also be targeted in the extended-day 37.5 minute tutorial that began in October. The sixth grade was designated to participate in the Middle School Quality Initiative, and they receive daily tutoring. They remain in school until 4:50 every day. All sixth grade current and former ELLs are participants in that program. Finally, within the Title III program, students will receive specific academic intervention in English language arts, specifically reading comprehension and writing.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In 2013, 11 students tested proficient in the NYSESLAT, and no longer require ESL services. 20 students went up a proficiency level. The needs of our students are being met because they receive their full mandated instructional periods according to State law, and all supplemental services are available to them, such as AIS, Title III, and extended day instruction. The push-in model provides our students with support within their classroom. Our two state-certified ESL teachers use the Natural Approach, CALLA, and TPR to ensure that our ELLs are provided with the scaffolding required for instruction.

12. What new programs or improvements will be considered for the upcoming school year?

Last year, PS/IS 109 had a combined push-in/pull out model of ESL teaching. This year, we are primarily utilizing a push-in model for instruction. This is the preferred method of ESL teaching. Our extended day classes will target ELLs who are struggling, and we have small classes to ensure that they get the one-on-one attention they need. The Middle School Quality Initiative that is in effect for our 6th grade is available for all ELLs. They will benefit from the longer school day and the daily tutoring that is provided.

13. What programs/services for ELLs will be discontinued and why?

There are no programs for ELLs that will be discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs are available for ELLs to participate. The parents are notified with letters sent home in English and their home language. Our after-school program, the Sports and Arts Foundation, is open to all students. As stated above, ELLs participate in the The Middle School Quality Initiative, extended day instruction, and Title III programs that are designed to meet the academic needs of the ELLs. The ELLs take part in all of these programs.

15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We use a variety of instructional materials at PS/IS 109. We teach using the RIGOR (Reading Instructional Goals for Older Readers) program, which utilizes leveled, content-area non-fiction books that teach literacy, comprehension, and decoding skills while providing instruction in the content areas. This is useful for all ELLs, especially beginners, ELLs who are SIFE, and students with disabilities who are also ELLs. We are using Common Core aligned Code X for instruction, a reading program that is aligned with the Common Core Standards. Our students have access to iPads, laptop and desktop computers for research and printing their work. Many classrooms are equipped with Smartboards. Our science laboratories are fully stocked with hands-on materials for experiments and effective science instruction.

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

Native language support in Haitian Creole and Spanish is provided with bilingual dictionaries and bilingual picture dictionaries. Students speaking other languages will receive support through our multi-lingual staff. In addition, students who are newcomers are assigned "buddies" to assist them. Students are also given bilingual glossaries, available on the NYC DOE website, to assist them in science and social studies.

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

We recognize that all students need to be working from age/grade appropriate materials. All materials used within our program are age and grade appropriate. All resources used within our ESL program are New York City/New York State curriculum books that are Common Core aligned. All students are held accountable for grade level New York State Standards and Common Core Standard work.

18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

PS/IS 109 has no activities for newly enrolled ELL students before the beginning of the school year.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The 7.5 hours of ELL training for all staff members takes place within Election Day Professional Development Day and Brooklyn/Queens Day. Here, teachers are provided with strategies use with English Language Learners, long-term ELLs and SIFE students within their programs. They are provided with data as it relates to individual students in their class and they are also provided with compliance information. The records are maintained through attendance sheets that are kept in the ESL teacher's room in a file cabinet.

2. Teachers have been conducting turnkey sessions regarding the new Common Core aligned curriculum. The program of study includes modifications for ELLs, so the ESL, common branch, and content area teachers have been meeting on a regular basis in order to discuss how ELLs, SIFE, and students with special needs can be engaged with the Common Core learning standards using the new curriculum. The ESL teachers conference with the content area teachers and guidance counselors 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 for all of our ELLs. For example, the ESL teachers help graduating students to fill out high school applications, the student portion of the environmental school survey, and exit projects.

3. Since PS/IS 109 is a K-8 school, the students are already familiar with the building and the teachers. The sixth graders remain in the classroom except for math instruction, so the transition is minimal. The guidance counselors are available for any student if he or she is having trouble adapting to middle school. PS/IS 109 provides support for the middle school students to prepare them for the transition into high school. Each student fills out a form describing their areas of interest. In 7th grade, the staff and guidance counselors inform the students that the scores they earn in 7th grade will be used by high schools to determine whether they will be accepted to the school of their choice. The guidance counselor then assists the students in choosing a high school that offers programs in their area of interest. Parent meetings are held to discuss the 8th grade requirements for graduation. The staff has also been informed that career readiness begins in the elementary grades, thus aligning with the Common Core Standards.

4. Our mandatory 7.5 hours of staff development for all staff other than those who hold ESL and Bilingual licenses will be met by having our 2 licensed ESL teachers conduct a series of professional development sessions after school, as well as outside workshops that focus on ESL instructional strategies.

D. Parental Involvement

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

1. Forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and overall culture of the school. A monthly calendar is provided for the parents so that they will be aware of activities within the school. All parents attend a Meet The Teacher orientation session at the beginning of the school year to meet the teachers and observe a lesson. Parents of newly admitted ELLs attend an orientation meeting so they can view their options on the multi-lingual DOE ELL Parent Orientation DVD and select the language program of their choice for their child. All parents are invited to attend the Parent Teacher conferences in November and March to discuss their child's progress individually. We provide translators for those parents who are unable to communicate in English. We have barbecues, Father's Day basketball games, and we held a carnival where parents helped with the various activities. All parents are invited to participate.

2. PS/IS 109 has been successful in contacting and working with community based organizations. We have a school garden on the premises, and the supplies were donated by Assemblyman Nick Perry. Councilmember Jumaane Williams has partnered with PS/IS 109 to have an Olympic fencer speak to our students, and also assisted in having New York Cares come to the school to paint murals, do garden work, and organize closets in the school building. The New York University Dental School provided dental care for the students on site. Cornell University held food and nutrition classes for parents earlier this year. All parents and guardians are invited to the Learning Leaders volunteer training sessions. Finally, Columbia University will conduct a nutrition survey and will pay parents to participate. All parents are invited to participate in these events.

3. We evaluate the needs of our parents both formally and informally. Formally, the NYC Parent Surveys drive much of what we do to assess the needs of the ELL parents. Informal evaluations take place on a regular basis as parents provide feedback through venues such as the School Leadership Team meetings and Parent's Association meetings.

4. We work diligently to meet the needs of the parents and children by creating a variety of events throughout the school year. In evaluating the needs of our parents, they desire tutoring and after-school enrichment programs for their children. We have provided that through the Middle School Quality Initiative, the Sports and Arts Foundation, and extended day instruction. Our Saturday ESL classes and workshops designed to inform parents about the State exams have met the desires of the parents to improve their English and become more informed about how they can help their children.

E. Additional Information

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

Our Title III Saturday Academy was instituted to give additional support to our ELLs in order to prepare them for the NYSESLAT. The students were enthusiastic and eager to learn because it was a smaller setting. It proved to be a successful outcome, therefore, as a reward, we took the participants on a field trip to the Hall of Science in Queens. This was an enriching, educational experience for the ELLs. We also had ELLs contribute artifacts from their native countries with a description attached. We created a bulletin board displaying the many cultures represented at PS/IS 109. This showcases how PS/IS 109 celebrates cultural diversity.

Part VI: LAP Assurances

School Name: The Glenwood Academy of Scienc

School DBN: 22K109

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dwight Chase	Principal		1/2/14
Margaret Graves	Assistant Principal		1/2/14
Laurentina Matthew	Parent Coordinator		1/2/14
Gilda Everett	ESL Teacher		1/2/14
Aaliyah Thomas	Parent		1/2/14
Maureen Lewis	Teacher/Subject Area		1/2/14
Marianne Moyer	Teacher/Subject Area		1/2/14
Antoinette Amato	Coach		1/2/14
	Coach		1/2/14
Joann Manganelli	Guidance Counselor		1/2/14
	Network Leader		1/2/14
Loida Arias	Other <u>AIS</u>		1/2/14
Natasha Rojas	Other <u>ESL Teacher</u>		1/2/14
Estela Herrea	Other <u>Parent</u>		1/2/14
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K109 **School Name:** Glenwood Academy of Science and Tec

Cluster: 6 **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 complete the Home Language Intake Survey. We use that survey to determine the languages that are spoken by the students of PS/IS 109, 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 Haitian Creole and Spanish. There is also 1 speaker of Urdu and 2 French speakers 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 PS/IS 109 to disseminate the translated documents accurately in a timely 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, such as during parent teacher conferences, one-on-one meetings with teachers or administration, and IEP meetings.

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S / I. S. 109	DBN: 22K109
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

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: Through a supplementary after school program provided by Title III funding, 47 English Language Learners in grades 3-8 will be offered small group instruction in the areas of ELA and Mathematics. The program will assist students by providing them with the instructional support they need in the areas of English Language Arts (listening, speaking, reading, and writing) and Mathematics. Our rationale for the program is formulated by student need according to data available for our English language learners. According to the 2012 NYSESLAT results, Fall 2012 Pearson ELL Interim Assessment results, 2012 New York State English Language Arts Assessment, 2012 New York State Mathematics Assessment results, 2012 LAB-R results, and informal teacher assessments, all data shows that our students are in need of supplemental academic support services in these content areas. It is our rationale that this support would be best delivered in small groups. In lowering the student to teacher ratio, it is our belief that our English Language Learners will be given opportunities to optimize their learning.

English language learners in grades 3-8 will be invited to participate in our Title III After-school supplementary support program. The students will be grouped and taught according to individual needs as per overall student data results. All groups will be taught in English with native language supports. Two New York State licensed ESL pedagogues will conduct classes that support English Language Learners as they master skills necessary for meeting and exceeding the standards for ELA and NYSESLAT. A third class of English language learners will focus on Mathematics content taught with ESL methodologies. This class will be co-taught by a content area mathematics specialist along with a New York State ESL licensed pedagogue. The language of instruction in all three classes will be English. The licensed ESL teachers and Math Teacher are bilingual. Therefore, native language support will be given to Haitian Creole and Spanish speaking students. Our school community of English language learners is comprised of 53% Haitian Creole students and 37% Spanish speaking students. Our supplementary program will be offered on Tuesdays and Wednesdays after school from 3:07 to 5:07. It will begin in January 2013 and end in May 2013. The total number of days for supplementary instruction will be 32. There will be three groups of 10-15 students in each group.

Our subgroups and grade levels of students to be served are as follows:

Our after school ELA supplementary support program will consist of two groups divided by grades 3-5 and 6-8. This "ELL-ELA Academy," will be offered on Tuesdays and Wednesdays after school from 3:07 p.m to 5:07 p.m. It will begin in January 2013 and end in May 2013. The total number of days for supplementary instruction will be 32. The rationale for this academy is to provide additional support in listening, reading and writing skills for our first-time ELL ELA test-takers and to provide supplemental support for our Advanced and Long-term ELLs to help them increase by at least one level on this exam.

Part B: Direct Instruction Supplemental Program Information

As per the New York State Education Department regulations, ELLs who have been in the English Language School System 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 serve 30 ELLs and will consist of three heterogeneous subgroups: First-time test-takers, Long-Term ELLs, students who fall into the "At Risk" category of 4-6 years in the English Language School System and Advanced ELLs. With so many of the same strategies and skills needed for achievement on the NYSESLAT, this program will also offer support and practice for students to better prepare them for this exam as well. These two groups will be taught by two New York State certified ESL teachers. 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. We will also use ELA materials published by Kaplan.

Our after school Mathematics/ESL supplementary support program will consist of 17 English Language Learners from grades 5-8. With data results from the New York State 2012 Mathematics examination, it is imperative that we provide as much supplementary support to our English Language Learners in the area of mathematics as possible. This program will consist of one heterogeneous group of first time test takers, students who fall into the "At Risk" category of 4-6 years in the English Language School System, long term ELLs and Advanced ELLs. Students will be assessed and grouped for instruction accordingly. We will pair a licensed New York State mathematics teacher with a New York State licensed ESL teacher to co-teach this class. Using ESL methodologies to expand students' understanding of mathematical vocabulary, our teachers will focus on the "language of mathematics." The two teachers who will be team teaching this course are bilingual Haitian/English and Spanish/English speakers. Teachers will be able to offer students support in their native language as they transfer their understanding of math concepts and vocabulary. Therefore, this group will be taught in English, with native language supports. The program will take place after school on Tuesdays and Wednesdays from 3:07 – 5:07 pm. The program will begin in January and will end in May. The total number of days for supplementary instruction is 32. We will use the Triumph Learning New York State Coach Mathematics program with our students in this group.

Part C: Professional Development

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

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

Begin description here: P.S. / I.S 109 will provide a high quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classrooms. The professional development will be well-planned and ongoing. Our two New York State licensed ESL teachers along with two content area teachers will be enrolled in New York City Department of Education's ELL-I program. This institute meets once a month on Saturdays. Information obtained at this institute will be turn keyed during common planning meetings, full day professional development sessions (Brooklyn/Queens day), and modeling in classrooms. Additionally, our teaching staff will be trained in ESL strategies as they work collaboratively with ESL licensed teachers in their

Part C: Professional Development

classrooms through our new "Push-In" model. The ESL methods to be utilized are, but not limited to:

- QTEL Methodology
- TPR Methodology
- CALLA Approach
- Differentiated Instruction
- Holistic Approach
- Natural Approach

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: It is our belief that forging a strong partnership between school and home is vital to nurturing the academic and social growth of students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of the school. Parental involvement supports, encourages, and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at P.S./I.S. 109.

In addition to our mandated activities, such as parent orientation during the ELL identification process, we plan to implement a series of Parent Engagement workshops targeted towards the parents of our English Language Learners. It is our hope that these activities will impact higher achievement for our English Language Learners.

The topics to be covered within our Parent Workshops are:

- Understanding Student Data (across grades/levels/subjects)
- Literacy Workshop (across grades/levels/subjects)
- NYSESLAT Workshop (across grades/levels/subjects)
- Mathematics Workshop (across grades/levels/subjects)

The workshops will take place once per month; 2 hours per workshop. Refreshments will be served at these workshops. Our three ESL licensed teachers will conduct the workshops. The materials to be used

Part D: Parental Engagement Activities

at these workshops are available on the Department of Education Website (data, ELA test materials, Math test materials, NYSESLAT practice exams) and there will be no cost to the program. The translation of materials for these workshops will come from Translations Funds and the Department of Education Translation Unit at no cost to the Title III program.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> 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		