



THE SEDGWICK SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

REVISED DECEMBER 18, 2009

SCHOOL: (9X109)

ADDRESS: 1771 POPHAM AVENUE, BRONX NY, 10453

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X109 SCHOOL NAME: The Sedgwick School

SCHOOL ADDRESS: 1771 Popham Avenue, Bronx, NY. 10453

SCHOOL TELEPHONE: 718-583-6316 FAX: 718-583-7618

SCHOOL CONTACT PERSON: Amanda Blatter EMAIL ADDRESS: Ablatte2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Glenn Alvarez

PRINCIPAL: Amanda Blatter

UFT CHAPTER LEADER: Janet Villa

PARENTS' ASSOCIATION PRESIDENT: Albertina Rivas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 9 SSO NAME: Children First Network 6

SSO NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Amanda Blatter	*Principal or Designee	
Janet Villa	*UFT Chapter Chairperson or Designee	
Albertina Rivas	*PA/PTA President or Designated Co-President	
Albertina Rivas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jacqueline Paulino	Member/Guidance Counselor	
Kate Tucci	Member/3 rd Grade Teacher	
Glenn Alvarez	School Leadership Team Chairperson/ 4 th Grade Teacher	
Altagracia Paulino	Member/Pre-K Teacher	
Evelyn Delgado	Member/2 nd Grade Teacher	
Colleen Hogan	Member/4 th Grade Teacher	
Milagros Troche	Parent	
Nancy Marrero	Parent	
Linda Peterson	Parent	
Hector Reynoso	Parent	
Mariza Rodriguez	Parent	
Esmeralda Parra	Parent	
Annette Diaz	Parent	

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 109 is a well-developed school that has a population of approximately 735 students in grades Pre-Kindergarten to Grade 5. This includes one 3rd grade Gifted and Talented class. Within the school building, the classrooms are physically separated by grade level so that collaboration amongst teachers and students on the same grade can take place. PS 109 is the home to a large bilingual population. Last year we piloted two Dual Language classes in Kindergarten and now we have extended into Pre-K and 1st grade. Within our community we have one principal, three assistant principals, one Literacy Team, one math/science coach, three AIS/Reading Intervention teachers, one who is a Reading Recovery teacher, a data specialist and three ESL teachers who are committed to the achievement of the students and aid in the academic success of all. Our teachers participate in weekly common planning meetings that are blocked into their schedules from the beginning of the school year. In addition, our Special Education Teachers Dual Language Teachers, Cluster Teachers and Grade Leaders meet to discuss areas of concerns. All of these unique features allow for us to integrate best practices and share what is working with colleagues.

Our assistant principals observe a minimum of two teachers daily. They email immediate feedback to them and copy to the principal. This allows for continual monitoring of our PD planning and helps us to provide differentiated support as required.

We have partnered with the Teacher's College Reading and Writing Project. This is our third year with the project. Teachers attend professional development workshops throughout the school year at Teacher's College (TC). Additionally, a K-2 and 3-5 TC staff developer conduct lab sites throughout the school year in all of the classrooms to improve literacy instruction. During this time, classroom teachers visit each other's rooms and learn how to successfully implement all components of Balanced Literacy instruction. In addition, to our partnership with TC, we have also partnered with Studio in a School and Arts Connection to provide all students with integrated visual arts and dance instruction. Studio in a School artists work with classroom teachers to integrate the arts into their curriculum. Artists conduct professional development workshops with teachers and model lessons.

The vision for student achievement is focused on making sure everyone's specific learning needs are met. A strong team structure enables every aspect of the school's work to be monitored regularly and rigorously. There is a large amount of support for teachers' professional development. We continue to concentrate on using data to drive instruction and all teachers have been trained on how to access, read, analyze and plan using both ARIS and the TC Assessment Pro. Our Data Specialist, ELA Team, Mathematics/Science Coach and assistant principals provide training and support for grade teams to develop differentiated instruction. Each teacher has their own data binder, which includes updated spreadsheets from our Student Assessment Management System (SAMS). This system enables teachers to track student progress and plan instruction and contains information regarding their reading level, standardized tests scores (as applicable), ELL status (as applicable) and other pertinent data.

To build strong relationships with parents, we have a full time parent coordinator who aides in the communication process between school and home. Our Data Specialist is conducting parent training on the use of ARIS to locate information about their children. In addition, we provide parents the opportunity to take part in the educational process of their child by training parents to become Learning Leaders. As a Learning Leader parents assist teachers, administrators and others throughout the building when needed. Our School Leadership Team has remained consistently strong. It has always been comprised of 50% parents and 50% staff, meeting regularly and working collaboratively.

Our school vision and mission reflects our philosophies of education:

- We believe that our school is a nurturing, risk-free and safe environment, where academics and social development play a crucial role in the life-long learning process of all community members.

Our school integrates diverse academic achievement through the implementation of differentiated instruction. Our close-knit community fosters high expectations, academic rigor, values, and higher-level thinking. The children, parents and staff shine at 109!

- **PS 109 is determined to meet and exceed the individual learning needs of all students. We are dedicated to work collaboratively with each other and the community to ensure that each student reaches his/her full potential. Our goal is to integrate and enrich the curriculum through technology, language development and the arts.**

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 109 Sedgwick							
District:		9	DBN:	09X109	School BEDS Code:		320900010109		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	54	52	53		90.8	91.8	92.7		
Kindergarten	97	100	105						
Grade 1	123	136	122	Student Stability - % of Enrollment:					
Grade 2	118	119	131	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	97	101	109		90.5	93.9	92.2		
Grade 4	105	101	109	Poverty Rate - % of Enrollment:					
Grade 5	114	100	104	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		85.9	83.5	90.8		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		9	5	85		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		28	37	38		
Ungraded	0	2	0	Special Education Enrollment:					
Total	708	716	732	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	39	33	36	Principal Suspensions	6	4	3		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	6	8	3		
Number all others	38	49	61	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	118	76	58	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	19	(As of October 31)	2006-07	2007-08	2008-09		
# receiving ESL services only	87	159	180	Number of Teachers	45	53	50		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	0	2	Number of Administrators and Other Professionals	8	16	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.6	67.9	64.0
				% more than 5 years teaching anywhere	71.1	62.3	60.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	87.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.6	89.7	97.4
American Indian or Alaska Native	0.0	0.1	0.0				
Black or African American	23.4	23.3	22.5				
Hispanic or Latino	75.7	75.4	73.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.1	0.1				
White	0.8	1.0	1.2				
Male	50.8	53.4	51.9				
Female	49.2	46.6	48.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-	-			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	98	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	21.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	56.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

At PS109 we have been largely successful in working toward meeting our goals over the last few years and have achieved significant gains over this time. Our School Quality Review rating was Well Developed in 2007-08 and we therefore did not need to be reviewed last year. In terms of Federal Accountability Status, PS109 is a School 'In Good Standing'. For the Progress Report in 2008-09 we were successful in gaining an "A".

Our CEP team has investigated the data to ensure the goals for the school year 2009-2010 are focused and will target improvements for all students at PS109. We have examined the overall data as well as the disaggregated by subgroups, to allow us to pinpoint where our energies need to be applied for continued growth.

In this section we have:

1. ELA Performance Trends
2. Mathematics Performance Trends
3. Science Performance Trends
4. Greatest Accomplishments
5. Aids/Barriers

1. PS 109 ELA PERFORMANCE TRENDS

PROGRESS REPORT 2008-09

In Student Performance Category of the Progress Report PS109 achieved 66.7% students achieving Proficiency (Level 3 & 4) in ELA. The peer minimum was 22.0% and peer maximum was 68.6%.

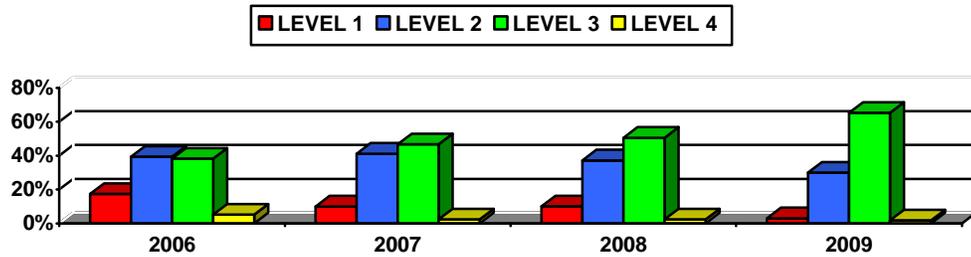
In the Student Progress Category of the Progress Report PS109 achieved 74.1% of students making at least 1 year of progress. The peer minimum was 47.1% and the peer maximum was 96.4%. The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 97.2%. The peer minimum was 58.5% and the maximum was 96.4%.

NYS ELA OVERALL ACHIEVEMENT LEVELS FOR PAST 4 YEARS

Grade 3										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	10	13.9%	31	43.1%	30	41.7%	1	1.4%	31	43.1%
2007	10	10.3%	34	35.1%	51	52.6%	2	2.1%	53	54.6%
2008	14	14.0%	36	35.6%	45	45.0%	5	5.0%	50	50.0%
2009	5	5.0%	36	36.0%	58	58.0%	1	1.0%	59	59.0%

Grade 4										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	19	21.8%	24	27.6%	34	39.1%	10	11.5%	44	50.6%
2007	10	9.5%	38	36.2%	52	49.5%	5	4.8%	57	54.3%
2008	10	10.0%	31	33.0%	53	54.0%	2	3.0%	55	57.0%
2009	4	4.1%	29	29.6%	64	65.3%	1	1.0%	65	66.3%

Grade 5										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	18	15.9%	52	46.0%	40	35.4%	3	2.7%	43	38.1%
2007	10	9.8%	53	52.0%	39	38.2%	0	0.0%	39	38.2%
2008	2	2.0%	41	44.1%	50	53.8%	0	0.0%	50	53.8%
2009	0	0.0%	24	24.2%	72	72.7%	3	3.9%	75	75.8%



Gr. 3-5 Overall										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	47	17.3%	107	39.3%	104	38.2%	14	5.1%	118	43.4%
2007	30	9.9%	125	41.1%	142	46.7%	7	2.3%	149	49.0%
2008	30	10.0%	112	37.2%	152	50.5%	7	2.3%	159	52.8%
2009	9	3.0%	89	30.0%	194	65.3%	5	1.7%	199	67.0%

PS109 NYS ELA achievement data shows growth:

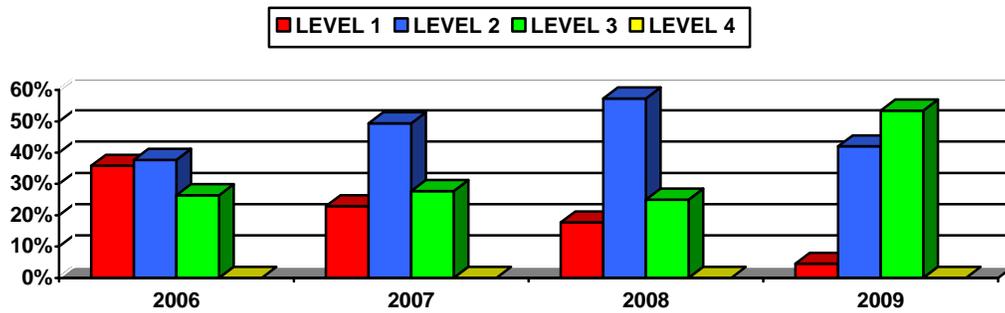
- **23.6% increase in students achieving Level 3 & 4 since 2006**
- **There was a significant upward trajectory from Level 2 to Level 3 of 14.8% from last year to this year**
- **There has been consistent improvement in ELA when considering ALL STUDENTS category**
- **Grade 5 showed the biggest growth from 2008 to 2009 of 20.8%**
- **Grade 5 growth over the last 4 years was an impressive 37.7%, while Grades 4 and 3 also experienced considerable gains of 15.7% and 15.9%.**

ENGLISH LANGUAGE LEARNERS ACHIEVEMENT LEVELS FOR PAST 4 YEARS IN NYS ELA

Grade 3										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	3	37.5%	2	25.0%	3	37.5%	0	0%	3	37.5%
2007	6	25.0%	12	50.0%	6	25.0%	0	0%	6	25.0%
2008	10	23.8%	23	54.8%	9	21.4%	0	0%	9	21.4%
2009	2	7.4%	8	28.6%	17	63.0%	0	0%	17	63.0%

Grade 4										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	7	46.7%	5	33.3%	3	20.0%	0	0%	3	20.0%
2007	7	20.6%	12	35.3%	15	44.1%	0	0%	15	44.1%
2008	6	25.0%	13	54.2%	5	20.8%	0	0%	5	20.8%
2009	2	5.1%	17	43.6%	20	51.3%	0	0%	20	51.3%

Grade 5										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	9	30.0%	13	43.3%	8	26.7%	0	0%	8	26.7%
2007	6	24.0%	17	68.0%	2	8.0%	0	0%	2	8.0%
2008	1	3.3%	19	63.3%	10	33.3%	0	0%	10	33.3%
2009	0	0.0%	12	54.5%	10	45.5%	0	0%	10	45.5%



Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	19	35.8%	20	37.7%	14	26.4%	0	0%	14	26.4%
2007	19	22.9%	41	49.4%	23	27.7%	0	0%	23	27.7%
2008	17	17.7%	55	57.3%	24	25.0%	0	0%	24	25.0%
2009	4	4.5%	37	42.0%	47	53.4%	0	0%	47	53.4%

PS109 ELL achievement data in NYSELA shows that:

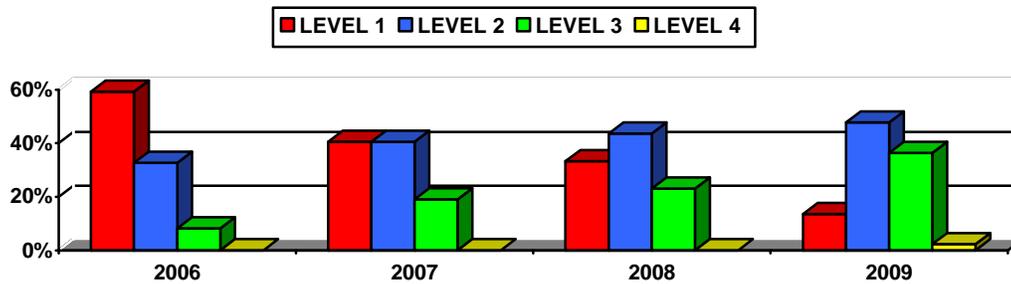
- There has been a significant leap of 28.4% from 2008 to 2009 in ELL achievement in the NYSELA
- Over the past 4 years there has been steady improvement in ELL outcomes overall
- Between the 4 years 2006 to 2009 there was notable growth in Grade 4 of 31.3%
- Over this period Grade 3 achievement rate increased by 25.5%
- For the same period Grade 5 was less but still significant at 18.8%
- ELL movement from level 1 and 2 upward with 0% achieving level 4 largely correlates to the rate at which they acquire English language proficiency levels. As they become proficient we see greater progress towards higher levels in ELA.

NYSELA ACHIEVEMENT LEVELS FOR STUDENTS WITH AN I.E.P. OVER TIME

Grade 3										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	8	61.5%	5	38.5%	0	0.0%	0	0%	0	0.0%
2007	6	54.5%	4	36.4%	1	9.1%	0	0%	1	9.1%
2008	7	38.9%	8	44.4%	3	16.7%	0	0%	3	16.7%
2009	2	11.8%	6	35.3%	8	47.1%	1	5.9%	9	52.9%

Grade 4										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	11	68.8%	3	18.8%	2	12.5%	0	0%	2	12.5%
2007	6	42.9%	5	35.7%	3	21.4%	0	0%	3	21.4%
2008	5	55.6%	1	11.1%	3	33.3%	0	0%	3	33.3%
2009	4	21.1%	11	57.9%	4	21.1%	0	0%	4	21.1%

Grade 5										
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	10	50.0%	8	40.0%	2	10.0%	0	0%	2	10.0%
2007	5	29.4%	8	47.1%	4	23.5%	0	0%	4	23.5%
2008	1	8.3%	8	66.7%	3	25.0%	0	0%	3	25.0%
2009	0	0.0%	4	50.0%	4	50.0%	0	0%	4	50.0%



Gr. 3-5 Overall

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	29	59.2%	16	32.7%	4	8.2%	0	0%	4	8.2%
2007	17	40.5%	17	40.5%	8	19.0%	0	0%	8	19.0%
2008	13	33.3%	17	43.6%	9	23.1%	0	0%	9	23.1%
2009	6	13.6%	21	47.7%	16	36.4%	1	2.3%	17	38.6%

PS109 achievement data in NYSELA for Students with an I.E.P. reveals:

- There was a 15.5% growth from 2008 to 2009 in percentage achieving proficiency
- Over the past 4 years there has been steady improvement in outcomes overall for students with an I.E.P.
- There has been an impressive improvement from 2006 to 2009 of 30.4% students in this category achieving proficiency
- Over the same period there has been an colossal decrease of students scoring with the Level 1 range of 45.6%
- Between the 4 years 2006 to 2009 Grade 3 achieved a 52.9% increase
- Over this period Grade 5 achievement rate increased by 40%
- For the same period Grade 4 achievement was a healthy 8.6% improvement.

NYSELA ACHIEVEMENT LEVELS FOR STUDENTS BY ETHNICITY

Gr. 3-5 Overall

Year	Ethnicity	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	Black	10	12.2%	39	47.6%	30	36.6%	3	3.7%	33	40.2%
	Hispanic	37	19.6%	67	35.4%	74	39.2%	11	5.8%	85	45.0%
2007	Black	6	8.1%	29	39.2%	38	51.4%	1	1.4%	39	52.7%
	Hispanic	24	10.7%	90	40.2%	104	46.4%	6	2.7%	110	49.1%
2008	Black	5	7.7%	17	26.2%	40	61.5%	3	4.6%	43	66.2%
	Hispanic	22	9.9%	90	40.5%	107	48.2%	3	1.4%	110	49.5%
2009	Black	0	0.0%	20	27.0%	51	68.9%	3	4.1%	54	73.0%
	Hispanic	9	4.2%	65	30.7%	136	64.2%	2	0.9%	138	65.1%

PS109 comparative data in NYSELA for students by Ethnicity:

- Over the past 4 years there has been steady improvement in outcomes overall for students in both categories, i.e., Black by 32.8% and Hispanic by 20.1%
- The differences in the rate have varied over this period with the difference being greater in 2008 (+16.7% Black) and less in 2009 (+7.9% Black).

2. PS109 PERFORMANCE TRENDS IN MATHEMATICS

PROGRESS REPORT 2008-09

In Student Performance Category of the Progress Report PS109 achieved 91.1% students achieving Proficiency (Level 3 & 4) in Math. The peer minimum was 39.5% and peer maximum was 92.7%.

In the Student Progress Category of the Progress Report PS109 achieved 69.0% of students making at least 1 year of progress. The peer minimum was 41.8% and the peer maximum was 71.3% The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 78.1%. The peer minimum was 43.7% and the maximum was 89.9%.

NYS MATHEMATICS OVERALL ACHIEVEMENT LEVELS FOR PAST 4 YEARS

Grade 3

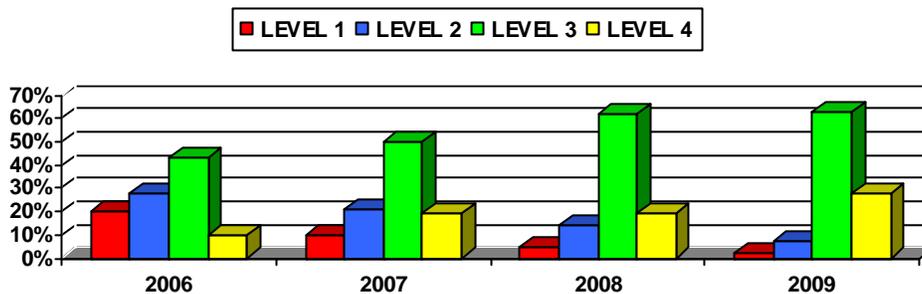
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	13	12.6%	12	11.7 %	59	57.3%	19	18.4%	78	75.7%
2007	5	5.1%	3	3.0%	53	53.5%	38	38.4%	91	91.9%
2008	6	5.8%	11	10.6%	61	58.7%	26	25.0%	86	83.7%
2009	1	1.0%	7	6.8%	69	67.0%	26	25.2%	95	92.2%

Grade 4

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	22	19.5%	35	31.0%	44	38.9%	12	10.6%	56	49.6%
2007	9	8.3%	24	22.2%	62	57.4%	13	12.0%	75	69.4%
2008	2	2.0%	17	17.2%	56	57.1%	23	23.5%	80	80.8%
2009	6	5.8%	11	10.7%	60	58.3%	26	25.2%	86	83.5%

Grade 5

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	34	26.2%	48	36.9%	45	34.9%	3	2.3%	48	36.9%
2007	18	16.5%	39	35.8%	42	38.5%	10	9.2%	52	47.7%
2008	5	5.2%	15	15.5%	68	70.1%	9	9.3%	77	79.4%
2009	0	0.0%	4	3.9%	65	63.7%	33	32.4%	98	96.1%



Gr. 3-5 Overall

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	69	19.9%	95	27.5%	148	42.9%	34	9.8%	182	52.6%
2007	32	10.1%	66	20.9%	157	49.7%	61	19.3%	218	69.0%
2008	13	4.3%	43	14.3 %	186	62.0%	58	19.3%	244	81.3%
2009	7	2.3%	22	7.1%	194	63.0%	85	27.6%	279	90.6%

PS109 NYS MATHEMATICS achievement data shows continuous growth:

- 38% increase in students achieving Level 3 & 4 since 2006
- 17.6% decline in students performing at Level 1 between 2006 and 2008
- 9.3% growth in students achieving Proficiency in mathematics from 2008 to 2009.

ENGLISH LANGUAGE LEARNERS ACHIEVEMENT LEVELS FOR PAST 4 YEARS IN NYS MATH

Grade 3

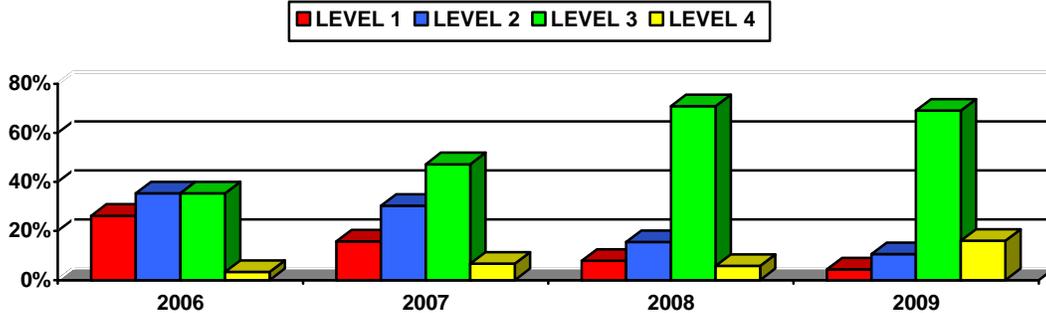
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	8	21.1%	3	7.9%	23	60.5%	4	10.5%	27	71.1%
2007	3	11.5%	2	7.7%	16	61.5%	5	19.2%	21	80.8%
2008	2	4.7%	6	14.0%	30	69.8%	5	11.6%	35	81.4%
2009	0	0.0%	1	3.6%	21	75.0%	6	21.4%	27	96.4%

Grade 4

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	7	46.7%	5	33.3%	3	20.0%	0	0%	3	20.0%
2007	7	20.6%	12	35.3%	15	44.1%	0	0%	15	44.1%
2008	6	25.0%	13	54.2%	5	20.8%	0	0%	5	20.8%
2009	2	5.1%	17	43.6%	20	51.3%	0	0%	20	51.3%

Grade 5

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	9	30.0%	13	43.3%	8	26.7%	0	0%	8	26.7%
2007	6	24.0%	17	68.0%	2	8.0%	0	0%	2	8.0%
2008	1	3.3%	19	63.3%	10	33.3%	0	0%	10	33.3%
2009	0	0.0%	12	54.5%	10	45.5%	0	0%	10	45.5%



Gr. 3-5 Overall

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	32	26.2%	43	35.2%	43	35.2%	4	3.3%	47	38.5%
2007	14	15.7%	27	30.3%	42	47.2%	6	6.7%	48	53.9%
2008	8	7.8%	16	15.5%	73	70.9%	6	5.8%	79	76.7%
2009	4	4.3%	10	10.6%	65	69.1%	15	16.0%	80	85.1%

PS109 ELL achievement data in NYS Math shows:

- **Continuous improvement over the past 4 years overall with the trends leaning largely toward Level 3 and 4**
- **Between 2006 to 2009 there was an increase in the percentage of ELL students achieving proficiency in mathematics of 46.6%**
- **The growth in ELL students achieving proficiency from 2008 to 2009 was 8.4%**
- **In grade 5 ELL achievement has soared by 59.2% since 2006**
- **Over this period Grade 3 ELL achievement rate increased by 33.9%**
- **For the same period Grade 4 ELL achievement rate increased by 16.5%.**

NYS MATH ACHIEVEMENT LEVELS FOR STUDENTS WITH AN I.E.P. OVER TIME

Grade 3

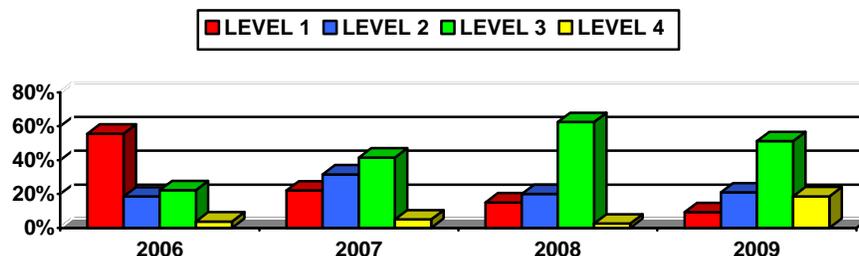
Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	7	50.0%	0	0.0%	5	35.7%	2	14.3%	7	50.0%
2007	2	20.0%	3	30.0%	5	50.0%	0	0%	5	50.0%
2008	4	21.1%	4	21.1%	10	52.6%	1	5.3%	11	57.9%
2009	0	0.0%	1	6.3%	12	75.0%	3	18.8%	15	93.8%

Grade 4

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	12	60.0%	5	25.0%	3	15.0%	0	0.0%	3	15.0%
2007	2	14.3%	5	35.7%	6	42.9%	1	7.1%	7	50.0%
2008	1	11.1%	2	22.2%	6	66.7%	0	0.0%	6	66.7%
2009	4	21.1%	8	42.1%	6	31.6%	1	5.3%	7	36.8%

Grade 5

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	11	55.0%	5	25.0%	4	20.0%	0	0.0%	4	20.0%
2007	5	29.4%	5	29.4%	6	35.3%	1	5.9%	7	41.2%
2008	1	8.3%	2	16.7%	9	75.0%	0	0.0%	9	75.0%
2009	0	0.0%	0	0.0%	4	50.0%	4	50.0%	8	100.0%



Gr. 3-5 Overall

Year	Level 1		Level 2		Level 3		Level 4		Total 3+4	
2006	30	55.6%	10	18.5%	12	22.2%	2	3.7%	14	25.9%
2007	9	22.0%	13	31.5%	17	41.5%	2	4.9%	19	46.3%
2008	6	15.0%	8	20.0%	25	62.5%	1	2.5%	26	65.0%
2009	4	9.3%	9	20.9%	22	51.2%	8	18.6%	30	69.8%

PS109 achievement data in NYS Math for Students with an I.E.P. reveals:

- There was a **4.8%** growth from 2008 to 2009 in percentage achieving proficiency
- Over the past 4 years there has been improved outcomes overall for I.E.P. students
- An impressive improvement from 2006 to 2009 of **43.9%** students achieving proficiency
- Over the same period there has been a very significant decrease of Level 1 by **46.3%**
- In 2009 **100%** of Grade 5 I.E.P. students achieved proficiency
- Between the 4 years 2006 to 2009 Grade 3 achieved a **43.8%** increase
- Over this period Grade 4 achieved **21.8%** improvement, although the data shows a decrease of **29.9%** from last year.

3. PS109 PERFORMANCE TRENDS IN SCIENCE

SCIENCE DATA FROM STANDARDIZED ASSESSMENTS:

- In 2007 – 2008 PS 109 **57%** of Grade 4 students achieved at or above grade level in NYS Science Test
- In 2008-2009 PS 109 **52.2%** of Grade 4 students achieved at or above grade level in NYS Science Test

4. GREATEST ACCOMPLISHMENTS

- In Student Performance Category of the Progress Report PS109 achieved 66.7% students achieving Proficiency (Level 3 & 4) in ELA.
- In the Student Progress Category of the Progress Report PS109 achieved 74.1% of students making at least 1 year of progress.
- The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 97.2%.
- There has been a significant leap of 28.4% from 2008 to 2009 in ELL achievement in the NYSELA
- There was a 15.5% growth from 2008 to 2009 in percentage I.E.P students achieving proficiency
- Over the past 4 years there has been steady improvement in outcomes ELA overall for students in both sub group, i.e., Black by 32.8% and Hispanic by 20.1%
- Progress Report PS109 achieved 91.1% students achieving Proficiency (Level 3 & 4) in Math.
- Progress Report PS109 achieved 69.0% of students making at least 1 year of progress.
- The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 78.1%.

5. AIDS/BARRIERS

- Overall % of students achieving Level 4 in NYSELA declined over past 4 years by 3.4%
- Students in the lowest 1/3 making 1 year of progress in Mathematics was 78.1% our peer group benchmark was 89.9%
- 1/3 of our students overall are still not achieving proficiency in ELA as indicated in the NYSELA 09
- 46.6% ELL students are still achieving below or far below grade level as measured by NYSELA 09
- Decline of 4.4% in Grade 4 students achieving at or above grade level in NYS Science Test between 2009 and 2008

SECTION V: ANNUAL SCHOOL GOALS

After conducting our Needs Analysis the SLT found that:

1. There has been a decline in the percentage of students in Grades 3 – 5 achieving above proficiency level and therefore we will focus on differentiated instruction to target students achieving above grade level in literacy
2. 9.4% of Grade 3-5 students are failing in Mathematics indicating the need for a continued focus on moving the bottom 1/3 up in Mathematics
3. Approximately one third of our Grades 3 – 5 students did not achieve at or above proficiency levels in the NYSELA 09 and we will focus on the use of ELA item analysis by Performance Indicator to assist targeted planning for whole class and small group instruction.
4. Almost half our ELL students are not achieving proficiency in the NYSELA Test indicating a continued focus on English Language Learners to achieve proficiency in English
5. Our Science results clearly show a need for instruction to be informed by assessment so as to improve the levels of achievement in grade 4.

As a result, we have made the following goals for 2009-2010 school year:

1. To differentiate instruction for students who are achieving above grade level in literacy
2. To improve student progress in mathematics targeting the ‘lowest 1/3 making one year of progress’ and the average change for those achieving Level 1 & 2 in NYS Math Test 2010
3. To raise the median student proficiency in ELA performance as indicated in the 2008-09 Progress Report
4. To improve teacher’s planning of focused support for English Language Learners in order to improve their reading and writing
5. To increase science assessments to drive instruction through the use of cluster teachers in Grade 1 - 5

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. To differentiate instruction for students who are achieving above grade level in literacy By June 2010:</p> <ul style="list-style-type: none"> • 50% of grade 3 - 5 students who achieved between 3.04 – 3.27 2009 proficiency rating in ELA will improve in their 2010 proficiency rating by .05 • 50% of grade 1 - 2 students who achieve above grade level in their Sept/Oct reading assessment using the TC Assessment will improve in their April/May TC Assessment by one Fountas and Pinnell level above the standard benchmark for the grade level.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. In September grade teams will examine the most recent performance data and establish learning goals for their grade 2. In September teachers will use assessment data provided on the Student Assessment Management System (SAMS) to plan their classroom literacy program. 3. Grade 1-5 class teachers will set up guided reading groups for all their students according to the most recent reading level assessment 4. Grade 1-5 class teachers will plan & conduct daily guided reading during the independent stage of the reading workshop 5. All grade 3-5 teachers will use the Oct/Nov Predictive to determine learning goals for their classes 6. All grade teachers will use recent assessment information to plan and deliver focused mini lessons, designed to address learning goals for their classes 7. Assistant Principals, ELA/Social Studies Coach and the Principal will confer with individual teachers to support a teacher’s strategic planning 8. Differentiated support is provided for teachers based on their specific developmental and content knowledge needs, through mentoring, teacher learning, coaching, and other professional development opportunities, with specific attention to those new to the profession or new to the school 9. All teachers will use recent assessment information to facilitate individual conferences with students to develop individual learning goals and strategies to achieve these in class and outside of class at quarterly intervals throughout the school year 10. All teachers will conduct regular small group strategy lessons to support student understanding of targeted reading skills to help students achieve individual learning goals 11. PD on enrichment, particularly strategies to support students to elaborate and ‘go deeper’ in their thinking around texts will be scheduled for grade teams 12. All students will receive equal access to guided reading and small group strategy lessons, ensuring a balance of teacher attention across the range of achievement from below grade to above grade level 13. All grade teams will share and record their strategies, successes and challenges involved in addressing the learning needs of students performing above grade level in ELA 14. Teams use an inquiry approach in which the analysis of student assessment data, student work and key

	<p>elements of teacher work are shared, resulting in adjustments to curriculum, instruction, assessments and resource allocation to improve learning outcomes</p> <ol style="list-style-type: none"> 15. PS 109 cabinet (including Assistant Principals, Principal, Coaches) will examine issues arising at grade meetings and plan PD & support for individuals, specific grades or the whole school 16. Inquiry specialist, ELA/Social Studies Coach, Assistant Principals and AUSSIE consultant will examine interim assessment data for trends and disaggregate the data where possible to support the cabinet's professional development planning and share trends schoolwide 17. Grade teams will track and record progress of the students who are achieving above grade level in ELA to predict progress of the targeted students 18. Cabinet will monitor progress toward achieving this goal at quarterly intervals throughout the school year and adjust professional development planning and support accordingly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DY0 Assessment, Part 154 and PCEN LEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Cabinet meeting agendas recording allocation of professional development support and the monitoring of progress toward this goal 2. Grade team minutes of team sharing strategies, successes and challenges involved in addressing the learning needs of students performing above grade level in ELA 3. Tracking grade 3- 5 proficiency rating of targeted students from 2009 to 2010 NYSELA Test 4. Tracking of grades 1-5 targeted students TC reading level benchmarks who exceed grade level throughout the school year on the TC Assessment Pro. 5. Grade team minutes whereby targets were set for the grade based on initial assessment data on, at least, a quarterly basis throughout the school year 6. Individual teacher's data binder, guided reading/small group instruction binder 7. Formal and informal teacher observations 8. Records of individual student conferences with resulting learning goal and strategies 9. ELA/Social Studies Coach & AUSSIE consultant daily logs 10. Progress Report

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. To improve student progress in mathematics targeting the ‘lowest 1/3 making one year of progress’ and the average change for those achieving Level 1 & 2 in NYS Math Test 2010 By June 2010:</p> <ul style="list-style-type: none"> • Average change in math proficiency for level 1 & 2 students will be 5 % (from 78.1% to 83.1%), as indicated in the Progress Report • Average change in math proficiency for bottom 1/3 will increase by 3% from 67.9% to 70.9%, as indicated in the Progress Report
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Inquiry specialist will provide Math SAMS, identifying the targeted students by grade & class 2. Grade teams will review the SAMS and research weaknesses using a variety of Formative Assessments such as: The Everyday Mathematics Baseline, Midyear, and End of Year Assessments, Predictive, Instructional Targeted Assessments, Math Network Readiness Assessments, as well as NYS Simulation Assessments. 3. Class teachers will be supported by the Math/Science Coach to identify specific skills to be targeted for students at different performance levels. 4. There will be a modification to all classroom teachers’ schedules to provide an instructional period in which small group instruction will be conducted to meet the specific learning needs of targeted students. A plan will be created for these students and addressed during the period scheduled for this purpose 5. The Math/Science Coach will provide ongoing support to grade teams and individual teachers to model small group strategy lessons designed to target specific mathematical skills and strategies 6. Differentiated support is provided for teachers based on their specific developmental and content knowledge needs, through mentoring, teacher learning, coaching, and other professional development opportunities, with specific attention to those new to the profession or new to the school 7. Teams use an inquiry approach in which the analysis of student assessment data, student work and key elements of teacher work are shared, resulting in adjustments to instruction, assessments and resource allocation to improve learning outcomes 8. Math SAMS will be updated (quarterly) to support ongoing monitoring of targeted students’ progress 9. Cabinet will monitor progress overall based in reports from Coach and Assistant Principals when using student assessment information 10. Instructional materials from the Origo Education Program will be used by students. The Think Tank Series will reinforce math basic skills and problem solving. Students will complete these differentiated task cards to promote ongoing learning and practice. 11. The Everyday Math Units will be implemented fully before the administration of the New York Math State Assessment to ensure the mastery of all new Pre-May standards. 12. Academic Intervention Specialists will provide ongoing support to targeted students in the lowest 1/3 student population making one year of progress. Specialized instructional materials will be provided to service this student population in grades 3 through 5.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DY0 Assessment, Part 154 and PCEN LEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. SAMS indicating progress with in-house simulations (utilizing past NYS Math Exams) 2. Classroom teachers, AIS providers, Assistant Principals, Math/Science Coach will utilize the New York City Department of Education's Achievement Reporting and Innovation System (ARIS) to analyze recent student data such as attendance trends, and state scores. 3. Class data binders showing progress using the grade appropriate Math Baseline, Midyear , End of Year as well as the End of unit assessments 4. Math portfolio tasks promoting problem solving skills will be implemented and scored with a scoring rubric twice a year. 5. Teacher conference notes 6. Formal and informal observations 7. Grade team meetings will be held bimonthly to address content misconceptions. 8. Math/Science Coach daily log 9. Cabinet meeting minutes where relevant aspects of the mathematics programming and scheduling are discussed 10. Revised classroom schedule to include additional period for small group mathematics instruction on specific learning needs

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. To raise the median student proficiency in ELA performance as indicated in the 2008-09 Progress Report By June 2010:</p> <ul style="list-style-type: none"> • Median student proficiency in ELA will improve from 3.14 to 3.18
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Inquiry specialist will provide ELA SAMS, identifying assessment information by grade & class 2. Grade teams will review the ELA SAMS and research weaknesses using baseline and interim assessments 3. Class teachers will be supported by the ELA/Social Studies Coach to identify specific skills to be targeted for each student in the class 4. Differentiated support is provided for teachers based on their specific developmental and content knowledge needs, through mentoring, teacher learning, coaching, and other professional development opportunities, with specific attention to those new to the profession or new to the school 5. Class teachers will plan literacy lessons based on NYS ELA Standards and Performance Indicators appropriate for their grade level

	<ol style="list-style-type: none"> 6. Teachers will plan reading workshops based on the ITA Predictive and TC Assessment Pro 7. Literacy/Social Studies Coach and Assistant Principal will provide ongoing support to grade teams and individual teachers to model small group strategy lessons designed to target specific ELA skills and strategies 8. All teachers will conduct small group strategy and guided reading sessions around the specific skill and/or strategy for that group of students, as identified in an item analysis of the data (e.g. Acuity, NYStart) 9. Teams use an inquiry approach in which the analysis of student assessment data, student work and key elements of teacher work are shared, resulting in adjustments to curriculum, instruction, assessments and resource allocation to improve learning outcomes 10. ELA SAMS will be updated (quarterly) to support ongoing monitoring of student progress 11. Fourth and Fifth grade inquiry teams will be established throughout the school 12. Cabinet will monitor progress overall based in reports from Coach and Assistant Principals and using student assessment information
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. SAMS indicating progress in a range of interim city, state and in-house assessments 2. Class data binders showing progress using the full range of assessments 3. Teacher conference notes 4. Formal and informal observations 5. Minutes of grade team meetings 6. Daily logs of the ELA/Social Studies Coach and AUSSIE consultant 7. Cabinet meeting minutes 8. Guided Reading and small group strategy lesson binder

Subject/Area (where relevant): English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. To improve teacher’s planning of focused support for English Language Learners in order to improve their reading and writing By June 2010:</p> <ul style="list-style-type: none"> • 50% ELLs will demonstrate improvement in their Reading/Writing as measured by the 2010 NYSESLAT
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. ELL students 2009 NYSESLAT outcomes for Reading/Writing as either “A” for advanced and “P” for proficient will be included on SAMS, for each class 2. Grade teams review the SAMS to identify the ELL students in their classes and the strands (Reading/Writing) that need addressing 3. ELL specialist Dr. Myriam Met, University of Maryland will be contracted to deliver presentation to whole staff 4. ELL team will work closely with Ms Derrig, assistant Principal and ELA/Social Studies Coach to analyze and monitor professional development needs of individual teachers in supporting ELLs 5. Differentiated support is provided for teachers based on their specific developmental and content knowledge needs, through mentoring, teacher learning, coaching, and other professional development opportunities, with specific attention to those new to the profession or new to the school 6. Cabinet will allocate specific professional development support for teachers to implement suitable ELL strategies 7. LAB sites will be set up to develop academic conversations in group activities that include ELL students 8. LAB sites will monitor and record successful strategies for Reading/Writing 9. LAB site progress will be tracked by the ELL Inquiry Team 10. ELL inquiry team will research successful strategies to focus their action research 11. ELL inquiry team will report back to staff to showcase successful ELL strategies with recommendations for use at specific points in the reading/writing workshop 12. Grade teams use an inquiry approach in which the analysis of student assessment data, student work and key elements of teacher work are shared, resulting in adjustments to curriculum, instruction, assessments and resource allocation to improve learning outcomes 13. Inquiry specialist will highlight ELL students in the SAMS report to allow cabinet, ELL team and grade teams to focus on progress 14. As new students enter the school they will be assessed by the ELL team to be placed on the SAMS appropriately and ensure data is shared with relevant class teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DY0 Assessment, Part 154 and PCEN LEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Comparative achievement of ELL students in NYSESLAT 2009 with 2010 in each of the strands conducted by Inquiry Specialist with ELL Team and Ms Derrig 2. Minutes of Grade Team meetings that focus on reviewing ELL data and developing strategies for each strand Listening/Speaking and Reading/Writing 3. Cabinet minutes review of the ELL data, monitoring progress and prioritizing professional development support and resources 4. Records of LAB site activities 5. Records of the ELL Inquiry Team activities 6. Evaluation feedback from staff on presentation from Dr. Myriam Met

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. To increase science assessments to drive instruction through the use of cluster teachers in grade 1 – 5 By June 2010:</p> <ul style="list-style-type: none"> • 100% of students will receive interim science assessments • Science assessment data will be used to differentiate and target specific aspects of the instructional program by 75% teachers
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Reassign two of our cluster teachers to teach and administer science assessments 2. Schedule will determine the number of lessons taught by the cluster teachers and the lessons to be taught by the classroom teachers 3. A science curriculum planning committee will be implemented to carefully prepare science lessons in alignment with the New York City Scope & Sequence 4. The Foss Program will be utilized to meet the content needs of each grade level 5. Supplemental instructional resources will be used to facilitate and differentiate the delivery of science instruction such as suitable leveled texts and science tools 6. Our Math/Science Coach will support the planning and implementation of the program throughout the school 7. Differentiated support is provided for teachers based on their specific developmental and content knowledge needs, through mentoring, teacher learning, coaching, and other professional development opportunities, with specific attention to those new to the profession or new to the school 8. PD will be conducted during scheduled team meeting periods when cluster teachers will be present 9. Class teachers and cluster teachers will utilize some of the grade level planning time to collaborate around the scope and sequence of lessons in each unit 10. Teams use an inquiry approach in which the analysis of student assessment data, student work and key elements of teacher work are shared, resulting in adjustments to curriculum, instruction, assessments and resource allocation to improve learning outcomes 11. Cabinet will use the first assessment to determine priorities for professional development and/or programming needs 12. Inquiry specialist will provide Science SAMS to assist with monitoring of progress by teachers, supervisors, coach and cabinet 13. Grade teams & relevant cluster teachers will review the data and decide when and how differentiation will occur
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP.</p>

Indicators of Interim Progress and/or Accomplishment

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

1. Cabinet minutes recording allocation of support and the monitoring of progress toward this goal
2. Science Cluster scheduling for each grade and class
3. Science units K-5 with itemized lesson topics and associated resources
4. Science SAMS tracking of grades 1-5 student assessment data over the year
5. Grade team minutes where initial assessment data is reviewed and analyzed to determine priorities
6. Individual teacher's data binder
7. Cluster & class teacher lesson plans
8. Summative and Performance unit assessments will be analyzed to drive instruction.
9. Formative ongoing assessments will measure individual student progress systematically. Science instructors will utilize unit checklists and conferences to record progress
10. The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) database will be utilized to get updated grade 4 strand reports. This data will be analyzed by the science facilitators and instructors to identify areas of needs
11. Coach's daily logs and schedules.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	18	18	N/A	N/A	0	0	0	0
2	21	21	N/A	N/A	0	0	0	0
3	30	30	N/A	N/A	0	0	0	0
4	60	60			0	0	0	0
5	60	60			0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	During 37.5 minute program we target level 1's for literacy instruction. Our school community is fortunate to have three AIS providers that work with first to fifth grade students. In grades 1 and 2 the AIS provider works in a small group or one-to-one setting. The third grade AIS provider delivers instruction through guided reading (small group) and Wilson. The fourth and fifth grade provider conducts small group instruction through guided reading and strategy groups. All of the above mentioned services are provided throughout the school day. We have a Reading Recovery trained AIS provider to support our struggling readers in Grade 1 and Grade 3. We provide the students with an after school program in which the teachers utilize data to form small groups to address their learning needs. A Saturday Academy will be initiated for three Saturdays before the state ELA assessment.
Mathematics:	During 37.5 minute program we target level 1's for mathematics instruction. Our school community is fortunate to have three AIS providers that work with first to fifth grade students. In grades 1 and 2 the AIS provider works in a small group or one-to-one setting. The third grade AIS provider delivers math instruction through small group. The fourth and fifth grade provider conducts small group instruction through differentiated groups. All of the above mentioned services are provided throughout the school day. We provide the students with an after school program in which the teachers utilize data to form small groups to address their learning needs. A Saturday Academy will be initiated for three Saturdays before the state mathematics assessment.
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor provides at-risk services to students as conditions arise.
At-risk Services Provided by the School Psychologist:	Our school psychologist provides at-risk services to students as conditions arise.
At-risk Services Provided by the Social Worker:	Our social worker provides at-risk services to students as conditions arise.
At-risk Health-related Services:	Our full time school nurse provides at-risk services to students as conditions arise.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Public School 109

Language Allocation Policy
For ELL Programs
School Year 2009-2010

ELL Students Demographics

Overall Demographics:

Public School 109 Sedgwick is an elementary school with grades Pre-K – 5 located in the Morris Heights area of the South West Bronx. The students at P.S. 109 make up a diverse population, coming from different cultural and linguistic backgrounds. Our total enrollment is 752 students, and approximately 32 % of the school population, or 244 students, are identified as English Language Learners (ELLs) by the Home Language Surveys. As of October 2009, approximately 195 students have been opted-out of the Spanish and English Bilingual Education Program and have been mainstreamed into regular monolingual classes while receiving ESL services as mandated by Part 154 of the Commissioner's Regulations.

The Dual Language Program at P.S. 109 for the School Year 2009-2010 integrates Spanish-speaking English Language Learners with native English speakers. Thus, all participants of the Dual Language Program will acquire a second language. ELL students will continue to develop their native language of Spanish while learning English language skills throughout their schooling. Native English-speaking students will develop Spanish as a second language while continuing their education in English. In the Dual Language Program, students will receive their literacy instruction in their native language, while receiving mathematics and content area instruction in both Spanish and English. In this program language will be taught in context through literacy as well as through the content areas.

For the School Year 2009-2010 we will continue to deliver our instruction using the Workshop Model which is in compliance with the Balanced Literacy Approach to teaching literacy. With the Workshop Model, students are taught a specific mini-lesson and are given time to practice with a partner and then independently try the skill/strategy taught within the mini-lesson. The structure of the workshop model enables both the ESL learner and Bilingual learner to master the skill/strategy taught with ease and confidence. These skills and strategies are aligned with the New York State ELA Standards which include reading, writing, listening and speaking. These ELA Standards are aligned with the NYSESLAT testing modalities.

The ESL licensed teachers provide English as a Second Language (ESL) instruction for all ELL students who are not in the Dual Language Program. These teachers provide 360 minutes of ESL instruction per week, integrating the four language modalities at the Beginning and Intermediate levels and 180 minutes at the Advanced level of English Language Proficiency. Whereas our ELL population was once serviced with a pull-out program, our students are now serviced through a push-in ESL program in order to support ELLs in their own class setting. The goal is to ensure that our ELLs will acquire the necessary skills to exit the ESL program by becoming proficient in English and succeeding academically in English. All classes that contain English Language Learners are identified as ELL classes that require ESL teacher support. ESL teachers push-in to the ELL classes to support ELL students with both literacy and the content areas.

The ESL teachers work together with ELL classroom teachers in order to coordinate instruction and the necessary ESL support and small-group instruction. All ELL teachers utilize the ELLIS and SuccessMaker software programs, which enable students to practice the four language modalities

at their individual instructional and English levels. These programs provide differentiated instruction to our ELL population, which enhances their ability to acquire English quickly and apply it at their independent level.

We administer the New York State English as a Second Language Achievement Test (NYSESLAT) to our ELLs in the spring of each school year. This provides data that enables us to form cooperative learning groups in accordance with the students' academic English levels. These levels identify the reading, listening, speaking and writing levels of each individual student. The NYSESLAT is used to also measure our progress towards meeting the ELL sub-group Adequate Yearly Progress (AYP).

Throughout the school year, our teachers are given Professional Development and school inter-visitation opportunities that enhance their teaching methodologies. The teachers are given frequent opportunities to plan together, discuss and implement effective ESL lessons and standards-based strategies.

After school professional development workshops are offered by the Math and Literacy coaches, as well as during common planning periods. Our coaches provide classroom teachers with resources that are grade-level appropriate for their ELLs needs. The ESL teachers support the coach team and grade level leaders with up-to-date information on ESL academic instructional trends.

For ELLs in self-contained Special Education classes, P.S. 109 provides pull-out ESL services. These students are entitled to at least three periods a week of ESL support. These students are identified by their Instructional Educational Plans (IEPs) and are pulled out of their classroom to receive this service as stipulated.

Number of Classes per Program Model

Public School 109 has a growing Dual Language Program as well as a Push-In ESL Program for English Language Learners. In the Dual Language Program, which has grown from Kindergarten only the previous school year to include Pre-K and 1st, there are 2 classes per grade. For Opted-Out ELLs, there is the following number of monolingual classes: 3 classes each in grades K and 1, and 4 classes each in grades 2 and 3, and 3 classes each in grades 4 and 5. There are also 4 Special-Ed self-contained classes that have ELL students: 1 grades K/1, 1 grade 2, 1 grade 3, 1 grades 4/5. Administrators, ESL teachers, classroom teachers, AIS teachers, coaches and grade leaders all closely monitor the progress of our ELL population in grades K through 5. Licensed ESL providers push in to the Opted-Out ELL classes to provide language and academic support to identified ELLs. Pull-out services will be offered to Special Education students as stipulated in their Instructional Education Plans (IEPS). The classes per program model are as follows:

ESL Program Breakdown 2009 - 2010

Dual Language Program

- 2 Pre-K Classes
- 2 Kindergarten Classes
- 2 First Grade Classes

Monolingual ELL Classes

- 3 Kindergarten Classes
- 3 First Grade Classes
- 4 Second Grade Classes
- 4 Third Grade Classes
- 3 Fourth Grade Classes
- 3 Fifth Grade Classes

Self-Contained Special Education Classes with ELLs

- 1 Kindergarten/First Grade Class
- 1 Second Grade Class
- 1 Third Grade Class
- 1 Fourth/Fifth Grade Class

English Language Learners Categorized by Program Model and Service Duration

Public School 109 has a total of 244 ELLs of which none are students with Interrupted Formal Instruction (SIFE) and 35 students have Individualized Education Plans (IEPs). Of the 35 students with IEPs, 17 are in Self-Contained Special Education classes. Our ELLs are categorized by program model and service duration as follows:

English Language Learners (0 – 3 years)

There is a total of 192 ELLs in this category. There are no students with Interrupted Formal Education (SIFE) and 20 are students with IEPs. Of the 20 ELL students with IEPs, 11 are in self-contained Special Education classes.

A group of 49 students with less than 3 years of ESL formal instruction are currently placed in the school's Dual Language Program.

A targeted group of 143 students have been identified and placed in monolingual classes as per their parents' request.

English Language Learners (4 – 6 years)

There is a total of 56 students in this category of which none are considered SIFE. All 56 students are in monolingual ELL classes. Of the group, 13 are students with IEPs, of which 6 are in self-contained Special Education classes.

All of the ELLs in this category will be serviced in ESL push-in program with the exception of the 6 students in Self-Contained Special Education classes who will be provided with pull-out ESL services as specified in their IEPs.

Long – Term English Language Learners (more than 6 years)

There are a total of 2 students in this category, none of which are considered SIFE. Of these students, both have IEPs and are in regular monolingual ELL classes.

English Language Learners Categorized by Grade, Program, and Language Group

The language groups of the English Language Learners in New York City public schools include Spanish, Twi, Chinese, Bengali, Urdu, Arabic, Korean, Punjabi, Polish, Albanian, Farsi, Greek, Malayan, Hindi, Indonesian, Nepali, Tagalog, Sinhalese, Tamil, Telugu, Thai, Tibetan, Tigre and Ukranian.

Of these language groups, the most prevalent at P.S. 109 is Spanish. Accordingly, we have the ESL Push-In Program to assist these students in learning the new language, in addition to the Dual Language Program. Other languages in the P.S. 109 school community are Afrikaans, Akan, Bengali, French, Soninke, and Twi.

Dual Language Program School Year 2009 – 2010

There are a total of 127 ELLs and English native-speaking students in P.S. 109's Dual Language Program, which is a side-by-side model. The classes are as follows:

Spanish/English

- Pre-K 36 students
- Kindergarten 44 students
- First Grade 47 students

Grade Level	Number of classes	Instructional Language
Pre-K	2	60 % Instruction in Native Language 40% Instruction in Second Language
Kindergarten	2	60 % Instruction in Native Language 40% Instruction in Second Language
First Grade	2	50 % Instruction in Native Language 50% Instruction in Second Language

P.S. 109's Dual Language program has grown from Pre-K through 1st grade. The ratio of the target language and native language used for instruction is varies between grades. In Pre-K and Kindergarten, instruction is delivered 60% in the native language and 40% in the target language while in first grade and all grades after first grade, instruction is 50% in the native language and 50% in the target language.

EPs and ELLs are integrated for 75% of the day in Pre-Kindergarten, 60% of the day in Kindergarten and 60% of the day in the first half of first grade until January and 100% of the day in first grade for the rest of the year.

P.S. 109 uses a side-by-side Dual Language model. Language is separated by teacher. There is one Spanish speaking teacher and one English speaking teacher for each grade.

Emergent literacy is first taught in the child's native language. After an assessment in January, it will be determined if the children have a strong enough foundation to start the transfer into the second language.

ELL Native Language Distribution

2009 – 2010

The predominant native language of ELLs in P.S. 109 is Spanish. The following table shows the breakdown of Spanish speakers in each grade. Other languages include French, Afrikaans, Akan, Soninke, Twi, and Bengali.

Language	K	1	2	3	4	5	TOTAL
Spanish	37	54	44	32	27	42	236
Twi			4				4
French			1				1
Afrikaans			2				2
Soninke				1			1
TOTAL	37	54	51	33	27	42	244

ELL Identification Process & Parent Program Choice

The process of program choice begins with administering the Home Language Identification Survey (HLIS), which is completed at the time of registration. The HLIS is administered by a Spanish bilingual ESL pedagogue who is highly experienced in the ELL identification process in order to prevent students from being identified incorrectly. Once the parent has completed the HLIS, their answers are reviewed and confirmed by ESL pedagogue. Next, an informal oral interview in English and in the native language is conducted by the ESL pedagogue with the student. Once the HLIS answers are confirmed, students are classified as either eligible or non-eligible for LAB-R testing.

Students who are eligible for the LAB-R are tested in English and Spanish if applicable within 10 days of enrollment, and the test sheets are hand-scored and the scores recorded. Students who score as Beginning, Intermediate, or Advanced on the LAB-R are tested in Spanish if that is their native language. Students who tested as English Proficient are not administered the Spanish LAB. On the designated exam delivery dates, all test sheets are returned to the Bronx ISC as required. Based on the hand-scores, students are classified as a Beginning, Intermediate, Advanced, or Proficient level ELL, and teachers and parents are informed accordingly. Teachers of monolingual classes, special-education classes, and dual language classes who have ELLs are provided with a list of their ELL students and their English proficiency level. Parents are notified through entitlement letters sent home with their children that inform them whether their child is eligible or not eligible for ESL services, their ESL program options, and their child's English language proficiency level. Parent Survey and Program Selection forms are returned to the school and tracked in order to ensure that as many forms as possible are returned. If forms are not returned to the school by the student, or during the Parent Orientation Meetings, other opportunities are given to parents to complete the required form. Parents come to school to meet with teachers during Open School Week, individual parent meetings, Parent Teacher Conference nights, etc. Classroom teachers are kept informed by the ESL teachers of which students still have not completed the forms so that they are able to communicate with parents as necessary to obtain the completed form.

In order for parents to make informed choices about their ESL program options, the necessary information is made available to them in the language they are most comfortable with. The most important opportunity to inform parents and have an open dialogue with them about their ESL program options is during the ELL Parent Orientation Meetings, which are held at the beginning of the year in a large-group setting and offered on multiple days and times in order to allow for the maximum number of attendees. At other points of the year, parents are given the orientation information as their children register at the school and become identified as ELLs.

From the very beginning of the ELL identification process, communication with parents is crucial in order to understand their children's educational background, language profile, and program preferences. All this information is obtained through the informal interview with the student and parent, in addition to the LAB-R in English and Spanish, all of which are conducted by an ESL pedagogue to determine the student's eligibility, level and placement. Copies of letters and documents from the NYC DOE are sent home to parents providing them with their child's English language proficiency level as well as important information on their child's eligibility for ESL services and on the available Bilingual and ESL programs in New York City public schools.

At the ELL Parent Orientation meetings, the school Principal, Assistant Principal, and ESL teachers are all present to explain the Program Selection Forms to parents and inform them of their placement options and rights. An overview is given of all three options, Dual Language, Transitional Bilingual, and Freestanding ESL. Parents view the NYC DOE ESL program video, ask questions, and are given the option to visit classes where these programs are in place. Parents are invited to attend Parent Orientation Meetings held formally at the beginning of the year and informally throughout the year as new students are registered. ESL teachers, the Parent Coordinator, and the Assistant Principal that supervises all ESL and Dual Language Programs at the school are all available at the meetings to discuss the methods and purpose of each program offered at P.S. 109 in order for them to make informed choices regarding program selection. Translators are available during the meeting to provide support to parents as necessary in the interpretation of key information. Thus, parents can ask questions in the language of preference. In addition, written forms of the information provided in the meeting are available in the parents' home language. Once parents are given the program selection forms to fill out and sign, and are collected and reviewed by the ESL teachers for student records and tracking information.

For the Dual Language Program, parents are informed through workshops, implementation meetings and planning sessions held throughout the year before applying to the program. Parents then apply to the program for the following school year. The applications are reviewed by the Assistant Principal in charge of the Dual Language program who accepts students until all available spots are filled. Accepted receive a letter of acceptance and sign a contract in order to officially accept a spot in a Dual Language class.

After reviewing the Parent Surveys, ESL teachers monitor the placement of each child based upon parent choice. Analysis of the 2008 - 2009 Program Selection documents reveals that parents are becoming more interested in Dual Language programs rather than Transitional Bilingual Education programs. In prior years, parents preferred Transitional Bilingual Education programs. However, in recent years, given the increase in exposure of Dual Language programs, parents are becoming aware of its benefits. Whereas Transitional Bilingual Education programs gradually eliminate the native language, Dual Language maintains the native language. Parents want their children to maintain Spanish, and are increasingly expressing an interest in Dual Language programs. As a result, P.S. 109 has established a Dual Language Program and will be growing the program

by one grade each year as the original students move up through the school. Since the trend of parent program choice is shifting away from the Transitional Bilingual program towards the Dual Language program, both Dual Language and ESL programs are being offered at P.S. 109.

Further analysis of the Parent Surveys and Program Selection Forms from the past reflected a tendency for parents to favor the Transitional Bilingual Education Program in the early childhood grades (Kindergarten to Grade 2). Increasingly, ELL students are opted out of the TBE program as they enter the testing grades. Parents request that their children be placed into monolingual ELL classes so that they can be best prepared for the annual state tests. As a result, Transitional Bilingual classes were offered in Grade 1 and 2, and the Dual Language program was piloted in Grade K. In 2006, 39 % of Bilingual students entering the 3rd grade opted out of the Transitional Bilingual Program. In 2007, this number increased to 46 %. In the prior school year 2008 - 2009, 73 % of the ELL students at P.S. 109 chose Freestanding ESL and Dual Language programs. Public School 109 continues to offer the programs that are aligned with parent choices and analysis of information provided by the Home Language Surveys, along with close communication with parents.

The school administers the NYSESLAT to annually evaluate all identified ELLs. ESL teachers and administrators closely monitor the list of ELLs are students are admitted and discharged throughout the school year in order to ensure that all ELLs are identified and tested accordingly. The NYSESLAT is administered to all ELLs in grades K – 5 following the standard testing protocol, taking into account any special modifications that students with IEPs may require. The speaking portion is administered to each ELL individually by trained ESL pedagogues. The other three portions (listening, reading, and writing) are administered in group settings by classroom teachers, ESL teachers, and AIS providers following testing procedures. Teachers are informed of the proper testing procedures prior to administering the test as the test is different from other state tests and teachers in the lower grades are not always familiar with administering such tests.

Assessment Analysis

2009 NYSESLAT Results

Of the approximately 179 students tested for the Spring 2009 NYSESLAT who are ESL students opted-out of Bilingual classes, 17 are at the Beginning level of proficiency, 40 are at the Intermediate level and 95 are at the Advanced level. This data is subdivided as follows:

Proficiency Level of ELL students in Monolingual Classes

Grade	Beginning	Intermediate	Advanced	Proficient	TOTAL
Kindergarten	12	8	2	1	23

Grade 1	2	9	13	15	39
Grade 2	1	10	8	4	23
Grade 3	1	2	23	2	28
Grade 4	1	9	30	3	43
Grade 5	0	2	19	2	23
TOTAL	17	40	95	27	179

***2009 NYSESLAT
Analysis of Data***

***Patterns and Trends found in the data by Grade
Opted-Out Student Data***

Kindergarten

The spring 2009 NYSESLAT data results reveal that out of 23 opted-out students in Kindergarten, 4.3 % scored at the Intermediate level, 43.5 % scored at the Advanced level, and 52.2 % scored at the Proficient level in the listening and speaking modalities. There were no students who scored at the Beginning level in these modalities. Further analysis indicates that 52.2 % of the opted-out students scored at the Beginning level, 34.8 % scored at the Intermediate level, 8.7 % scored at the Advanced level, and 4.3 % scored at the Proficient level in the reading and writing modalities.

Grade One

The analysis of the 2009 NYSESLAT data in grade one shows that most students scored at the Advanced and Proficient levels. Out of 39 students tested, 18 % of the students scored at the Intermediate level, 41 % scored at the Advanced level and 41 % scored at the Proficient level in the listening and speaking modalities. There were 0 students at the beginning level in the listening and speaking modalities. The distribution of scores in the reading and writing modalities shows that 10.3 % of tested students scored at the Beginning level, 30.8 % of students scored at the Intermediate level, and 38.4 % scored at the Advanced level while 20.5 % became Proficient in the reading and writing modalities.

Grade Two

NYSESLAT results of 23 opted-out students tested in grade two indicate that students are highly proficient in the Listening and Speaking modalities. Of the 23 students tested, all students tested at the Advanced level or higher, as 21.7 % of students scored at the Advanced level and 78.3 % of students scored at the Proficient level in the listening and speaking modalities. The results show a more even distribution of students who scored at the Intermediate and Advanced level of proficiency in the reading and writing modalities. Of the opted-out students, 4.3% scored at the Beginning level, 47.8 % of students scored at the Intermediate level, 30.5 % scored at the Advanced level and 17.4 % percent scored at the Proficient level in the reading and writing modalities.

Grade Three

Students in grade 3 have made significant gains in the listening and speaking modalities, where 71 % scored at the Proficient level in the listening and speaking modalities, 18 % at the Advanced level and 11% scored at the Intermediate level. There was a great gain in student scores in reading and writing modalities, where 7% scored at the Proficient level, 75% scored at the Advanced level, and 14% at the Intermediate level. Only 4 % of this group scored at the Beginning level in reading and writing, and none were at the beginning level in listening and speaking.

Grade Four

The fourth grade NYSESLAT data shows an increase in language proficiency in the Listening and Speaking modalities. Only 2.3 % of the 4th grade opted-out students scored at the Beginning and Intermediate levels respectively, while 67.4 % scored at the Advanced level and 28 % scored at the Proficient level. Data shows progress in the reading and writing modalities as well. Of 43 tested students, 46.6 % scored at the Advanced level of proficiency. Only 2.3 % of this group of students scored at the Beginning level, and 20.9 % scored at the Intermediate level while 30.2 % percent of this targeted group became Proficient in the reading and writing modalities.

Grade Five

The data shows how our students become more proficient in both language modalities by the fifth grade, as language acquisition is a long-term process. Out of 23 students tested in the fifth grade, only 8.7% % scored at the Intermediate level, and 82.6 % scored at the Advanced level while 8.7 % became proficient in the listening and speaking modalities. In terms of reading and writing, 21.7 % scored at the Advanced level, and 78.3 % scored at the Proficient level in these language modalities. There were no students who scored at the Beginning level in any of the four modalities.

*Analysis of the Data
Patterns and Trends found in the data by Grade
Dual Language Student Data*

P.S. 109 started a Dual Language program in the school year 2008 – 2009. The program began with Kindergarten, and grew to include Pre-K and First grade this school year. The Dual Language program will continue to grow by one grade each year until all grades from PK – 5 have two Dual Language classes.

Kindergarten

In the Dual Language program, 22 students were tested. In the Listening and Speaking modalities, 4.5 % scored at the Beginning level, 22.7 % scored at the Intermediate level, 40.9 % scored at the Advanced level, and 31.9 % scored at the Proficient level. In the Reading and Writing modalities, 45.5 % of students tested in the Dual Language program scored at the Beginning level, 31.8 % scored at the Intermediate level, 18.2 % scored at the Advanced level, and 4.5 % scored at the Proficient level.

Analysis of the Data
Patterns and Trends found in the data by Grade
Transitional Bilingual Student Data

Grade One

There were 22 students from the Transitional Bilingual program tested in this grade level. In the listening and speaking modalities, the majority of students scored at the Advanced or Proficient levels. There were no students at the Beginning level, 4.5 % scored at the Intermediate level, 63.7 % scored at the Advanced level and 31.8 % became Proficient. The reading and writing data shows that most students scored at the advanced level. Of the 23 students tested, 18.2 % of the tested students were at the Beginning level, 13.6 % scored at the Intermediate level, 50 % scored at the Advanced level, and 18.2 % scored at the Proficient level.

Grade Two

NYSESLAT test scores of Transitional Bilingual grade two students shows a high level of proficiency in the listening and speaking modalities. The data analysis of 20 students tested indicates that in the listening and speaking modalities, 0 % scored at the Beginning level, 5 % scored at the Intermediate level, 50 % scored at the Advanced level and 45 % percent at the Proficient level. In the reading and writing modalities, 10 % of students scored at the Beginning level, 30 % scored at the Intermediate level, 35 % scored at the Advanced level, and 25 % scored at the Proficient level.

Instructional Decisions

Careful examination and evaluation of the results noted above lead us to several conclusions:

- A need to continue to provide standards-based instruction utilizing the ELA and ESL standards.
- Guided reading instruction will continue to support language development and comprehension development at the ELL ability level. Guided reading is a tool that will support students on their way to becoming proficient in English.
- Increase strategy lessons that support learners in developing skills that they can apply when writing independently.
- As part of the New York State ELA Standards all students are required to reach benchmarks in listening and speaking for English Language Learners. This benchmark can be met by an increased use of technology (i.e. ELLIS Software, Listening Centers, and Achieve 3000.)

Review of Data in Content Area Grades K-5

New York State 2008 – 2009 ELA (Grades 3, 4 and 5)

Grade 3 (28 ELL Students Tested)

- 10.7 % scored at Level 3.
- 28.6 % scored at Level 2.
- 60.7 % scored at Level 1

Grade 4 (42 ELL Students Tested)

- 52.4 % scored at Level 3.
- 42.9 % scored at Level 2.
- 4.7 % scored at Level 1.

Grade 5 (23 ELL Students Tested)

- 43.5 % scored at Level 3.
- 52.2 % scored at Level 2.
- 4.3% scored at Level 1.

New York State 2008 – 2009 Math (Grades 3, 4 and 5)

Grade 3 (32 ELL Students Tested)

- 16 % scored at Level 4.
- 75 % scored at Level 3
- 6 % scored at Level 2
- 3 % scored at Level 1.

Grade 4 (45 ELL Students Tested)

- 13 % scored at Level 4.
- 65 % scored at Level 3.
- 13 % scored at Level 2.
- 9 % scored at level 1.

Grade 5 (23 ELL Students Tested)

- 13 % scored at Level 4.
- 74 % scored at Level 3.
- 13% scored at Level 2.
- 0% scored at Level 1.

2008-2009 New York State Science Test

Grade 4 ELL Students

- 33.3% scored at Level 3.
- 50% scored at Level 2.
- 16.7% scored at Level 1.

2008-2009 New York State Social Studies Test

Grade 5 ELL Students

- 30.4% scored at Level 3.
- 26.1% of the ELLs tested scored at Level 2.
- 43.5% of the ELLs tested scored at Level 1.

Teachers' College Reading Assessment Data

Fall 2008 Reading Levels

Grade	EE	1	2	3	4	Total
Kindergarten	48	4	1	0	0	53
First Grade	0	43	14	4	0	61
Second Grade	0	18	8	7	0	33
Third Grade	0	10	11	4	0	25
Total	48	75	34	15	0	172
Percentage	27.9%	43.6%	19.8%	8.7%	0%	100%

Spring 2009 Reading Levels

Grade	EE	1	2	3	4	Total
Kindergarten	2	5	3	31	12	53
First Grade	0	21	15	22	3	61
Second Grade	0	0	5	21	7	33
Third Grade	0	3	7	15	0	25

Total	2	29	30	89	22	172
Percentage	1.2%	16.9%	17.4%	51.7%	12.8%	100%

When comparing the TC Reading Assessment data for ELL students from school year 2008 – 2009, it can be seen that students significantly improve as the year progresses. The table clearly shows how almost all students move from level 1 to levels 2, 3, and 4 between September and June. The data is particularly striking for students in Kindergarten. Out of 53 Kindergarten ELL students, 48 were at the Early Emergent level in the fall. When tested again in late spring, all but 2 of the 48 students made progress, with the majority of students finishing at benchmark levels 3 and 4. The same is true for students in Grade 1, where most students who started the year at benchmark level 1 ended at levels 2, 3, and 4. The data for Grade 2 shows student progress even more clearly, as all 18 students who started the year at benchmark level 1 moved onto grade level. There were no second graders who ended the year below grade level. Students in grade 3 also made significant progress, as the majority of students tested at level 1 and 2 in the fall, and moved up to level 2 and 3 in the spring. This data shows the importance of ESL support for students in the early grades to help them build not only language skills but literacy skills. Students who have a strong foundation in the early grades go on to make significant progress in later grades, and are better able to become proficient in English. Since almost all students are more proficient in listening and speaking than reading and writing, ESL helps students gain the necessary academic reading and writing skills that they need to not only succeed on the NYSESLAT but also on NYS ELA tests in the later grades.

Implications for the LAP and Instruction

- Instruction in Math, Science and Social Studies will be provided in both English and the Native Language. During these content area periods there will be an emphasis on content specific vocabulary with developmental milestones with interpretative and inquiry skills.
- Instruction in Math, Science and Social Studies will be aligned with the New York State Mathematical Standards, Science Standards and Social Studies Standards. All of these standards are grade specified and are developmentally appropriate according to the New York State Education Department.
- For reading, each student is assessed and given a specific reading ability level, which is based on their comprehension and decoding skills. Leveled materials are used to develop and support their reading ability levels. These leveled materials are available for students in both English and Spanish.
- In order for teachers to increase students' reading levels, the Readers' Workshop is done daily in the classroom. The Readers' Workshop allows the teacher to model explicit reading strategies that will encourage students to read in English.

- During the Writers' Workshop teachers use on-the-spot writing assessments to measure the students' writing abilities in the beginning, middle and end of the school year. This writing is done in either English or the native language, depending on the child's ability level. The ultimate goal is to have all children write in English with teacher support during the Writer's Workshop. During the Writers' Workshop teachers model explicit English writing structures so that the ESL learner can master writing in English.
- In order to model successful writing techniques to early childhood ESL students, students will be taught utilizing guided and interactive writing strategies, in addition to the workshop model.
- State assessments and formal reading and math data will be utilized to track the progress of our ELL population in literacy and math. Each classroom teacher will identify their ELL students in their Student Assessment Management System (SAMS) and base their instruction on classroom and individual student needs.
- All ELL students will be responsible for maintaining their student portfolios which allow all teachers to view their growth in literacy, math, social studies, and science through exemplary pieces.
- Dual Language classes and those classes with identified Opted-out ELL students will continue to use a data binder with evidence of TC Spanish assessments (Dual Language classes only), TC Assessments, and Conference Notes, as well as Everyday Mathematics Midyear, End of the Year assessments, and the NYSESLAT scores. This data binder will allow teachers to monitor the yearly progress of the English Language Learners.

English as a Second Language Instruction

- P.S. 109 is discontinuing the pull-out model and implementing the push-in model in the school year 2009 – 2010 in order to support students in their classroom setting.
- ESL instruction will continue to be interdisciplinary and address literacy and content areas.
- Teachers will continue to use data to inform instruction and scaffold language.
- ESL instruction will highlight literacy through the content areas as well as in the Reader's and Writer's Workshop.
- All ESL instruction will be aligned with the core curriculum and standards as well as ESL standards.
- Push-in ESL teachers will increase shared, interactive and strategy lessons to enhance student writing.
- Level-appropriate instructional materials in English will be used to address content area instruction.
- Cluster teachers providing content instruction will use ESL strategies to scaffold their lessons for ELLs as well as build comprehension, language, and content skills.
- Teachers will increase students' exposure to content specific vocabulary by previewing nonfiction texts and providing visual interpretations.
- Content lessons will be differentiated and built around students' strengths and abilities with the four language modalities.

Planning for the English Language Learners

Resources and Support

Instructional Material and Support

P.S 109 will continue to provide Dual Language and ESL teachers with literature books that will support reading comprehension at different levels. All classes utilize grade appropriate literature in alignment with the TC Curriculum Units of Study. Each Dual Language class and classes with opted out students will use the English Language Learners Instructional Program (ELLIS). The ELLIS Program incorporates activities that promote language proficiency through ESL lessons that integrate listening, speaking, reading, and writing modalities. The program has three modules, ELLIS Beginnings, Essentials I and Essentials II, in order to meet the needs of students at different levels from grades K – 5. Each student has their profile created in order to identify deficiencies in each language modality and provide customized instruction as well as data for assessment purposes. SuccessMaker is another program used in the classroom for students who need extra help. In the school year 2009 – 2010, P.S. 109 will be purchasing an additional computer program, Imagine Learning, in order to further support ELL students with their English language development as well as provide continued support in the native language. Students also regularly use Achieve 3000 in order to provide individualized reading support, which helps students learn at their own pace.

The NYSESLAT test preparation resource book, Getting Ready for the NYSESLAT and Beyond, is used in order to prepare all students in grades K – 5 for the test. Pacing calendars are provided to help teachers with additional support for their ELLs in the form of extra lessons, homework as well as test taking strategies to prepare our students for the NYSESLAT.

Our ELL population participates in our Title III After-School Programs under the supervision of licensed teachers. Appropriate content area materials and resources are used to prepare English Language Learners for the state assessments. Students are also invited to the school's Saturday Academy, which provides further support in preparing for the New York State tests.

All students who are identified as ELLs are followed closely by teachers, staff, and administration in order to ensure their continued academic success and provide the appropriate interventions if necessary. ELL students who are identified as at-risk receive Academic Intervention Services from their grade-specific AIS provider. Providers are trained in Reading Recovery, Wilson, and Foundations, all of which help students who have different needs develop literacy and support their English language acquisition. Students who need extra support are also invited to participate in the 37 ½ Minutes program from Monday through Thursdays before school. Additional assistance is given to ELLs in the classroom setting in the form of targeted small-group instruction and supplementary guided reading. If mandated by the student's IEP, ELLs also receive Speech or Bilingual Speech, SETSS, OT, and PT as required. Naturally, services are provided to students in groups that are age and ability-appropriate based on their needs. Even after ELLs become Proficient and no longer take the NYSESLAT, they continue to be tracked as prior ELLs in order to support them with their academic needs as they transition out of the ESL program.

In order to support English Language Learners at P.S. 109 with their native language throughout the school day, Spanish-speaking students have access to Spanish books both in the school library and in their classroom libraries. In addition, as the school has many teachers and personnel who speak Spanish, there is always someone available to assist students in Spanish. All ELLs are encouraged to write in their native language if they are unable to fully express themselves in English, and then work with the assistance of their teacher to gradually do the same in English. Teachers who work with ELLs scaffold their instruction in order to make content comprehensible to ELL students and ensure language and literacy development. In addition, all new students, regardless of their native language, are assigned a classmate to act as their buddy to help them navigate the school day and provide support. P.S. 109 recognizes that having a multicultural school community is an asset, and encourages students to share information about their country, customs, and culture with their class.

Professional Development and Support for School Staff

Public School 109 offers an extensive professional development plan to all staff members who work with English Language Learners. Our Literacy Coordinator, Math/Science Coach, ESL teachers, TC Staff Developers, and Aussie consultant work on the planning and design of our professional development plan. Professional development has been offered during grade level common planning meetings, during the school day, before the school year begins, during the November and June full-day staff development, after school, and before school. The extensive ELL professional development offered throughout the year allows for all staff to reach the mandated minimum 7.5 hours of ESL training. P.S. 109 has brought in experts such as Dr. Myriam Met from the National Foreign Language Center and Dr. Margarita Calderon from the Center for Applied Linguistics in order to support teachers who work with ELL students. The ESL teachers also conduct professional development for school personnel based on needs identified by teachers of ELL classes. Morning study groups as well as formal professional development meetings have shown to be helpful and provide support for classroom teachers. We will continue to offer Title III Professional Development that will focus on:

- The use of ESL strategies in the Content Areas
- Differentiated Instruction ELL Classrooms
- Purpose of Formal and Informal Assessments
- Data Driven Instruction
- Standards Based ESL Lessons
- Navigating the New York State English as a Second Language Achievement Test (NYSESLAT)
- Quality Teaching of English Language Learners (QTEL)
- Creating Print Rich Classroom Environments to Support ELLs

P.S 109 will continue ongoing professional development during weekly common planning and teachers will be invited to attend training with Teachers College, the Bronx BETAC, and the school's network organization.

Parental Involvement

P.S. 109 is fortunate to have active parents in the school community. Our school has an excellent Parent Coordinator who is known by all students and parents in the community and often serves as a liaison for communication as well as a helpful resource. The school's Parent Association is led by an experienced president who has helped the school raise funds to support student activities. The Parent Association holds regular meetings which are well-attended. There are also many active parents, including parents of ELLs and parents of students in the Dual Language programs, who serve as Learning Leaders in the classrooms and work with both students and teachers. Parents also assist with field trips, fundraising plant sales, cake sales, candy sales, and the school carnival. The Dual Language program also has its own family events as well as planning meetings so that parents are informed and involved in the program.

Through needs-surveys conducted with parents, P.S. 109 is able to conduct workshops that are relevant and of interest. The parents of students at P.S. 109 not only want to better help their children, they also want to gain new skills for themselves. Parents are invited to participate in ESL classes held after school, for which there is free baby-sitting provided by the Parent Association, as well as workshops held during the school day. Workshops that have been held include topics such as: supporting literacy through the native language, supporting math through cooking and baking, and using the computer. Technology workshops are held monthly in the school computer lab and are very popular. Parents not only want to learn how to use the computer and develop their computer skills, but also learn how to use technology to support their children. Parents also learn how to utilize ARIS to access their children's school data, as well as how to complement their child's learning on Achieve 3000. Before the New York State Math and English Language Arts tests, workshops are held for the parents of students in the testing grades. These workshops address how parents can help their students prepare for the state tests, as well as any questions they may have about the test. Additional support is given to students and parents of the fifth grade in order to help them with the middle school selection and application process. Representatives from various middle schools come to P.S. 109 in order to meet with students and answer any questions they may have. Parents are also invited to come to the school to share their skills and talents with other parents as well as the children, holding workshops on scrapbooking, crafting, and cooking.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s)3-5 **Number of Students to be Served:** **60 LEP 0 Non-LEP**
Number of Teachers: **3** **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

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

The goal of our ESL program, which is composed of Dual Language and Freestanding ESL modules, is to enable our English Language Learners (ELLs) to excel in all academic content areas while acquiring social and academic proficiency in their new target language of English.

Title III instructional programs at P.S. 109 support the academic needs of our ELLs in both learning academic content and furthering their English language proficiency while meeting New York State Performance Standards.

During the school day, ELLs receive English language support through their selected method of instruction of Dual Language and Freestanding ESL. Through any one of these two programs, ELLs receive language instruction in order to help them attain English proficiency while meeting New York State academic achievement standards. P.S. 109 has six side-by-side Dual Language classes, with two in Pre-Kindergarten, two in Kindergarten and two in First Grade. Each of these classes is taught by a certified Bilingual Education/Monolingual teacher with the support of three push-in ESL teachers. The remaining ELLs who are opted-out of our Two- Bilingual program are placed in monolingual classes and receive ESL support through push-in/pull-out services. Data continues to inform instruction to meet the specific needs of our ELLs over the course of the year, helping teachers gauge student areas of strength and weakness and providing areas of focus. Data is also used to help form small groups for guided reading and instruction that focuses on specific skills. Teachers will continue to use the ELLIS and SuccessMaker programs in their classrooms in order to provide additional practice for their lower level and new arrival ELLs. To support native language as well as the English Language, we are adding a tutorial program. Imagine Learning is a software program created by teachers that provides individualized instruction for ELLs, Special Education and At-Risk students. It was designed to provide English language vocabulary and Academic content language of the ELLs. It has a reading, writing and listening and speaking component. It addresses the four strands of the ESL/ELA standards. In addition, we are purchasing Imagine Learning that is specifically designed to support ELL learning needs.

P.S. 109 will offer an after-school extended day program to ELLs students in grades 3-5. Our program will expand upon and enhance students learning in their regular program during the school day. The after school program will start in January, 2010 and continue through the spring. The after school program will be under the supervision of the Assistant Principal and will support our struggling ELLs who have not met the NYSESLAT proficiency criteria. This program will give our ELL students the opportunity to develop language and literacy, as well as strengthen their ability in reading skill such as inferential thinking, understanding main idea, recalling facts and details, etc. These students will be instructed by certified ESL teachers through scientifically –based ESL methodologies and strategies. The Title III After- School Program will provide our ELLs the opportunity to develop strategies and skills necessary to meet the New York State Exams requirements (Math, ELA, NYSESLAT, Science and Social Studies) as well to continue their second language development. If the budget permits, in addition to the after-school extended day program, there will also be a Saturday Academy provided during the winter recess. The Saturday Academy similar in nature to the after-school is designed to provide additional support in language development and reading skills, which will help ELL students do better in school, gain further language proficiency and meet the state benchmarks on New York State exams.

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

Extended Day Professional Development will be offered to all classroom and cluster teachers who service our ELL students. Apart from participating in Professional Development offered by the NYC Board of the Education (Q-TEL and NYSABE Conference), teachers will be invited to attend workshops and study groups provided by the Bilingual Education Technical Assistance and Compliance (BETAC) organization and our Local Network Facilitators. Our Literacy and Math Coaches will continue to train and support school staff members. ESL providers will support staff in the interpretation and usage of ELL NYSESLAT data, ESL strategies and methodologies and preparing students for the NYSESLAT exams.

Prior and Ongoing Professional Development Opportunities at P.S. 109 include the following:

- Training in Imagine Learning
- Training in ELLIS and SuccessMaker for classroom teachers of ELL students.
- Training in Smart Board usage to enhance the implementation of ESL strategies.
- School inter-visitations to observe and discuss effective strategies, methodologies, and program models (i.e. Dual Language).
- Study groups discussing best practices and pedagogy to support ELLs.
- ESL Book Club Study Group for interested teachers.
- ESL strategy and methodology PDs for teachers of ELL students.
- Training on analyzing NYSESLAT score data to inform instruction and form targeted learning groups.
- Training on KLP (Kindergarten Language Program) to support oral language acquisition.
- Training on the Workshop Model in grades 1 and 2 to develop targeted instruction for ELLs.
- Training through Teachers' College on Reading and Writing Workshops to develop literacy and language.

Form TIII – A (1)(b)

School: PS109

BEDS Code: 320900010109

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$22,441	449 hours of per session for 3 ESL teachers to support ELL Students: 449hours x \$49.89=\$22,441
Purchased services - High quality staff and curriculum development contracts.	\$2,600	Consultant: Dr. Myriam Met PD presentation and planning with assistant principals & coaches

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,140	Leveled books and in various genres
Educational Software (Object Code 199)	\$7,480	<i>Purchase 100 Imagine Learning Software licenses</i>
Travel	\$0	
Other/Parent Activities	\$3,740	Workshops and supplies
TOTAL	\$37,400	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Seventy two percent of the student population comes from Hispanic/Latino families and 34% are English Language Learners. There is clearly a high need for written translation and oral interpretation. The other percentage of our largely African immigrant population is English dominant. Additionally, 50% of parents on the School Leadership Team (SLT) are Spanish dominant. Therefore, the school provides written translation and oral interpretation in Spanish only. Every piece of correspondence is always translated into Spanish and is distributed simultaneously. The monthly school calendar is similarly always in Spanish and English. In terms of oral interpretation, the bilingual Parent Coordinator and Guidance Counselor provide oral interpretation at workshops and assemblies. SLT meetings are conducted in Spanish and English (four out of six staff members of the team speak Spanish and provide ongoing interpretation). In sum, PS 109 is fortunate to have many staff who can speak Spanish and English to facilitate strong communication between home and school and to conduct workshops that will help parents' capacity to improve their children's academic 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.

At the beginning of the school year, during Parent-Teaching Conference, parents are given a School Survey asking them to assess the school dissemination of information. Parents are at that time given the opportunity to voice their opinion and needs.

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.

After carefully analyzing the surveys of the parents of P.S. 109, we concluded that parents are very satisfied with our procedures for the distribution of school related information in the language they understand. Therefore, no changes are going to be made to our Language and Interpretation Plan.

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.

Historically, PS 109 has provided all correspondence in both Spanish and English. These notices are distributed simultaneously thanks to our in-house translator, the Bilingual Coordinator. For instance, the monthly school calendar, letters from the administration, permission slips and other important notices are always translated and distributed in a timely fashion. Teachers who do not speak Spanish receive support from fluent Spanish speaking staff members when completing report cards or writing to parents/guardians. Workshops and assemblies are also given in both Spanish and English. The Guidance Counselor, who is also a member of the SLT, provides oral interpretation during assemblies with the Principal, for instance. All School Leadership Team meetings' minutes are translated into Spanish and meetings are conducted in both languages to ensure full participation of all members.

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.

Workshops and assemblies are also given in both Spanish and English. The Guidance Counselor, who is also a member of the SLT, provides oral interpretation during assemblies with the Principal, for instance. All School Leadership Team meetings' minutes are translated into Spanish and meetings are conducted in both languages to ensure full participation of all members.

Should parents require translation in a language other than Spanish, the school will make every effort to meet those needs. There are staff members fluent or proficient in French, Italian and Farsi.

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>.

P.S. 109 will fulfill Section VII of Chancellor's Regulation A-663 by:

- **Disseminating parental notifications in the language that parents understand in our case Spanish and English.**
- **Making certain that Limited English speaking parents are provided with opportunities to participate in and have access to programs and services critical to their children's education.**
- **Ensuring that our school safety plan contains procedures on how parents in need of translation and interpretation services are not prevented from reaching the school administrative offices.**
- **Posting signs near primary entrances indicating availability of translation and interpretation services.**
- **Providing each parent with a copy of the Bill of Parents Rights and Responsibilities which includes their rights to translation and interpretation services.**
- **Ensuring that our Parent Coordinator and other school-based staff receive training on Language Access requirements.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$784,319	\$156,368	\$940,687
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,843		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,564	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,216		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$7,818	
6. Enter the anticipated 10% set-aside for Professional Development:	\$78,432		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$15,636	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

- **The school will engage parent involvement by providing parents many opportunities to meet to discuss issues involving their children at various times of day. This will be further supported by providing child care, brunch, and other amenities.**
- **Parents will be given many opportunities to come into the school to observe the educational program, meet with teachers, and discuss their issues of concern. Parents will be encouraged to become learning leaders involved in the everyday process of running of schools. Their support in the school will provide them with a deeper understanding of the process of learning and the development of students.**
- **The parent coordinator will be a two-way source of information and communication between the school and parents. The coordinator will articulate both the concerns and needs of parents and of administrators and teachers.**
- **Parents will work with the school in developing the CEP as a tool to reflect their values and the needs of their children**
- **Parents, as members of the school community, will be involved in the Quality Review as a resource to articulate and reflect on the positives and the needs of the school.**
- **Each year parents will be asked to fill out a survey to inform schools of their needs and concerns regarding their children. The results of the survey will be used to develop with the parents programs, resources, activities, and procedures that will involve them in the decision making of school. The results of the parent survey will be included in the school report card.**
- **Special meetings and workshop will be conducted to inform parent of programs that support the needs of students. The parents are provided with workshops, such as, ESL, Computer classes, Dual language, and other learning experiences.**
- **Parents are encouraged to participate in the school leadership team. This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school’s decision making process.**
- **The school will provide teachers with professional development on how to reach out to, communicate with, and work as equal partners with parents.**
- **Administrators, coaches, and other school professionals will inform parents on student learning through workshops on child development, the curriculum, ESL, and other programs of importance.**
- **Studio in a School will conduct workshop for parents that will provide them with the same experiences their children have received from this program.**

- Parents are encouraged to meet with their child’s teachers and other involved educators through out the year to confer on student progress and ways to support student learning.
 - Two community based programs (Bronx Arts Ensemble and Rites of Passage) provide wide range of services for parents. The Bronx Arts Ensemble provides child care for working parents on holidays, recess, and in the summer. They also provide meaningful experiences with the “Arts”. Students are given the opportunity to learn to play the violin, to dance, to act, or to sing. The Rites of Passage gives students a place to be involved with learning about their culture and things they can enjoy. They learn to play the drums, to dance, and practice karate.
 - We have implemented Parents as Reading Partners (P.A.R.P.) every Friday parents are invited to read to their child’s class
- These programs end with culminating activities that showcase the students accomplishments and hard work with an excursions to a state park or/and to a Broadway show. These experiences have a powerful impact on students, parents, and on the school.
- The school and parents often celebrate the work and triumphs of students with assemblies, awards, and spot lighting of exceptional students.
 - The parents and school working together in celebration of children.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL-PARENT COMPACT – PS 109

Philosophy

Public School 109 and the parents of the students participating in the activities, services, and programs funded by Title I, agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

Policy

This policy reflects the City and Regional Parent Involvement Policies and includes a School Parent Compact.

To maximize student learning through parental involvement, PS 109 will develop the following;

School Responsibilities

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s academic achievement standards as follows:
 - A. Provide professional development by contracting The Teachers College Reading and Writing Program and AUSSIE Consultants.
 - B. Literacy and Mathematics Coaches participate and support teachers at weekly Grade Meetings and in coaching cycles.
 - C. Administrators provide opportunities for staff to share “best practices” and schedule demonstrations, peer tutoring and mentoring services as needed.
 - D. Consultants support teachers in the application of the principles on Learning of the balanced- literacy instructional program.
- Hold parent-teacher conferences in the Fall and in the Spring during which this Compact will be discussed as it relates to the individual child’s achievement. In addition there will be two open houses per school year for parents to attend.
- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - A. LAB-R (Language Assessment Battery Test-Revised)
 - B. NYSESLAT report- ESL
 - C. Fountas and Pinnell reading level
 - D. Everyday Mathematics level
 - E. Others (State/Citywide Testing, school Annual Report, etc.)
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - A. Parent/Teacher Conference
 - B. Individualized Parent Conferences
 - C. Open House (September, and March)
- Provide parents opportunities to volunteer and participate in classroom, and to observe classroom activities to participate in parent activities and other school-related activities as follows:
 - A. Learning Leaders
 - B. Monthly class performances
 - C. Special Events, Assembly Program
 - D. PA Monthly meetings
 - E. Monthly Parent Workshops
 - Literacy
 - Mathematics
 - Technology

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Supporting my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;

- monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- Volunteering in the classroom.
 - Participating, as appropriate, in decisions relating to my children's education.
 - Promoting positive use of my child's extracurricular time.
 - Participating in school activities on a regular basis.
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or my mail and responding, as appropriate.
 - Reading together with my child everyday.
 - Providing my child with a library card.
 - Communicating positive values and character traits, such as respect, hard work and responsibility.
 - Respecting the cultural differences of others.
 - Helping my child accept consequences for negative behavior.
 - Bring aware of and following the rules and regulations of the school and district.
 - Supporting the school's discipline policy.
 - Express high expectations and offer praise and encouragement for achievement.

Student Responsibilities

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

- I will come to school every day, except when I am sick.
- I will come to school on time.
- I will wear my school uniform everyday.
- I will treat others as I want others to treat me.
- I will follow school rules.
- I will do my homework every day and have it signed by my parent/guardian.
- I will participate in class discussions and activities.
- I will be honest and respect the right of others.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Page 10 Section IV starting page 10.

Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- **Providing students with a 37.5 minute program before school, after-school Academic Success and Saturday test sophistication programs, Academic Intervention Services, reduced size classes in target grades**
 - **ESL and AIS providers that support targeted populations based on data**
 - **Researching enrichment opportunities through the Grade 5 Inquiry team to accelerate instruction for higher achieving population**
 - **Composing a School-wide Enrichment Model team to begin planning for implementation of program throughout the school**
 - **Providing counseling to both mandated and non-mandated students**
 - **Providing Academic Intervention Services to students who are at-risk**
 - **Providing Reading Recovery to targeted first grade at-risk students**
 - **Providing students with art instruction through Studio in a School and Arts Connection to enhance the curriculum**

2. Instruction by highly qualified staff.

100% of staff is highly qualified

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

- Scheduled weekly common grade planning for all teachers where data is discussed and analyzed.
- Ongoing professional development conducted at the grade level meetings by the Literacy team, Math Coach, Assistant Principals, Data Specialist and Principal.
- Coaches, AUSSIE consultant, Assistant Principals and Data Specialist work with AIS and ESL teachers to review student assessment information from Predictive, Simulation, NYS Test to plan for student's specific learning needs.
- Grade teams planning using standardized test data, available through ARIS and Acuity and our school S.A.M.S. data, (such as running records and TC Assessment, ELA Simulation and Predictive) to refine strategy lessons and guided reading.
- Grade 3-5 teachers use laptops during common planning to access Acuity and TC Assessment Pro to plan for student differentiation.
- Literacy and Mathematics Coaches, Assistant Principals and Principal, AUSSIE Consultant and Teachers College Staff Developers model strategy lessons utilizing Predictive and Simulation data utilizing the workshop model.
- PD to assist teachers to understand scaffolding strategies for English Language Learners
- PD to assist teachers to plan small group instruction by using the NYSESLAT scores.
- PD is being conducted in the use of ELLIS software, Success Maker and ESL strategies.
- Modeling higher order questioning and thinking skills, especially when conducting Book Clubs in grades 4 and 5.
- Planning small group instruction and guided reading for the highest performing students, in particular, that focus on Blooms Taxonomy -beyond the literal interpretation.
- Setting up interclass and inter-grade presentations of completed projects that are of high standard – to provide motivation and opportunity for students to explain their learning.
- Showcasing the outcomes of the Grade 5 Inquiry Team focus on enrichment for high achieving students.
- All K-5 classroom teachers working with TC Staff Developers on Reading and Writing Lab Sites.
- All classroom teachers attend monthly TC Calendar days. Attendees then meet with grade to both turn-key and plan specific units of study.
- Cluster teachers provided with opportunities for PD outside of the school, in Science, Social Studies and Art.

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

As vacancies arise, every possible step is taken fairly; utilize the Teach for America and Teaching Candidates must then interview in front of a committee before final consideration of staff is decided.

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

- Continue to provide family services through weekend and evening classes, such as ESL classes and Dual Language parent classes as well as daytime workshops that focus on various topics of parental interest.
- The Learning Leaders will continue to recruit more parents to participate in the school and play an active role in the support of the school.
- Celebrations, grade performances, Publishing Parties, Student of the Month celebrations will all be open for parents to attend and celebrate their children's successes.
- Parent interest surveys will be sent out to find out what parents might be able to teach children in the classroom.
- Parents will be invited to demonstrate and model their interests to the children in the classroom.
- Monthly letters are sent out to parents informing them about the monthly curriculum.

- **Monthly reflections are sent to the parents about what they think about the curriculum and what their child has learned.**
6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - **The social worker and counselor conduct workshops for the children and parents to help with the transition to kindergarten.**
 7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Teachers play an integral part throughout the year.**
 - **Administrators and coaches regularly and to then plan instruction.**
 - **Formal conversations are also organized through SAMS.**
 - **An Inquiry Team was established lower-achieving population**
 - **An Inquiry Team was established higher-achieving population**
 8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

When a teacher is experiencing academic difficulty with a student and has exhausted all measures in the classroom (i.e. guided reading, conferring, individual strategies), he or she completes a packet that will be given to the counselor.

The student will then be targeted for any necessary services (Reading Recovery, AIS, counseling, non-mandated SETSS, etc.)

The child will be monitored to ensure progress. Furthermore, the use of the SAMS system helps monitor student in need as well as monitoring the accountability in providing students with services. Thus, students are also targeted for AIS support in this way.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A Cabinet was formed consisting of the Principal, one Assistant Principal, Literacy and Social Studies Team, Math and Science Coach, and Data Specialist. The Cabinet met to discuss key findings. They also compared the ELL Standards and the Teacher's College Reading and Writing Project curriculum to investigate gaps that exist in the current curriculum. In addition, they examined whether the curriculum calendars addressed any of the following aspects; content topics, skills, strategies, and outcomes. They evaluated whether the curriculum addresses the needs of struggling readers and English Language Learners and its relevance to our population. Furthermore, they evaluated the curriculum to determine whether the emphasis also included speaking and listening. They determined the key finding is relevant to the school due to many different factors, specifically, that speaking is not addressed as often as it needs to be to meet standards both for ELA and for English Language Learners. It was determined that the key finding is relevant, especially in the taught curriculum for the ELL's, specifically in Speaking and the gaps in the curriculum.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Gaps in the Written Curriculum: The Cabinet analyzed student work samples, data, and observations to find that students were struggling and some students were not meeting grade level standards. It was also noted that direct reading and writing instruction targeted the middle level students in the class. This instructional practice leaves out ELL, highest achieving, and low performing students. The Cabinet determined the low performing students were moving up in progress, but still need support. We are using strategy groups and guided reading and writing to

address these needs. Also, the Cabinet analyzed the curriculum for specific standards based instruction in all four strands: Listening, Speaking, Reading, and Writing.

ELL Instruction: While we noted significant chunks of time dedicated to shared reading, reading, writing, and accountable talk there were limited speaking activities and opportunities for the students to communicate. We determined ELL students still need support in reading, writing, and speaking.

ELA Materials: The Cabinet explored touch stone texts and mentor texts that the teachers were using to carry out their lesson planning and instruction. It was found that the texts they were using were often not culturally relevant. We are currently in the process of replenishing and updating libraries where necessary.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Gaps in the Written Curriculum: It was decided that differentiation in the writing curriculum is necessary to meet the needs of all learners. Extensive professional development will be given in the areas of small group instruction in both reading and writing (guided reading and reading and writing strategy groups) and conferring to target specific learning needs. Teachers will also receive more professional development for ARIS to use data to guide instruction.

ELA Materials: It was decided that piloting multicultural libraries and Hispanic authors was a critical aspect of the curriculum. Therefore, the Dual Language materials were purchased through a company that offers these learning materials. Spanish reading assessments were ordered from Teacher's College to assess the Dual Language students in both English and Spanish. High interest, low level books have also been ordered for the low performing students. The school plans to continue this implementation as funding becomes available.

ELL Instruction: Many opportunities exist for reading, writing, listening, and speaking. Although, it was determined that ELL students need more opportunities for reading and writing. The school has implemented grade performances, an art program, a dance program, and extensive professional development opportunities for teachers to enhance their understanding of book discussions and accountable talk. The school has also implemented a more extensive content program where students are encouraged to present information they are learning through writing, performance, drawing, and oral presentations. The Cabinet is researching other ways to incorporate reading and writing opportunities into the curriculum.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process

strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The committee has determined that most of our instructional staff has expertise using and implementing the Everyday Mathematics Program. This program has been implemented at 109 for the past 10 years. Our teachers switched from using the seven key ideas to implementing the content and process strands. Teachers use a planning guide that indicates the math standards addressed in each math lesson. In addition, we are working collaboratively to ensure that all supplemental math resources are aligned to grade level state standards in all grades.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The committee has found that the school is creating math instructional alignments to identify and target weak performance indicators in grades 3-5. Instructional materials will be aligned to the Pre-May math standards based on changes to the New York State Mathematics testing schedules. These alignments are created to identify and target weak standards. It facilitates the identification of students in need of math intervention and enrichment support. Teachers in grades K-2 refer to the changes on the City Planning Math Calendar to focus to focus their delivery of math instruction. All math content strands are covered in all grade level units however in order to address the mastery of the math process strands, our school has implemented the use of portfolio tasks that consist of open ended problem solving activities with identified performance indicators. These activities are designed to give students at all levels different entries to the task. Teachers used a holistic scoring rubric closely aligned to the state scoring rubric to target student progress. All students in grades K-5 complete another open ended task at the end of the year to measure progress of the process math strands. This year, classroom teachers are providing students with math extensions during the implementation of the science units. These projects integrate math in all content areas.

Another school initiative that we have in place is the implementation of math monthly projects. Our school principal, grade level assistant principal and math coach meet with grade level teachers to discuss different math activities connected to the project of the month. The monthly projects engage students in more hands on and concrete math learning experiences. This year, our students will be working on the following projects:

September	All About Me
October	Cookie Projects
November	Penny Harvest Projects
December	Holiday Shopping
January	Winter Projects
February	One Hundred Day of School
March	Spring Projects
April	Building Designs
May	Taking Surveys

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The committee analyzed professional development needs forms filled out by classroom teachers to identify instructional staff that is not secured in using standards based instruction. The committee holds grade level collaborative meetings to align tasks to specific content and process math standards.

Instructional staff will continue to meet during grade level collaborative meetings to analyze updated summative and formative assessment data. These meetings will offer them the opportunity to set individual measurable goals for students in their classroom. In addition, classroom teachers participate in a math cycle with a math coach to plan differentiated math tasks, games, and to continue with the delivery of standard based math instruction.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Cabinet analyzed the key finding and reviewed the TC calendars, the architecture of a mini-lesson, guided reading lesson plans, strategy group notes, conferring notes, student reading logs, student writing, and differentiated literacy tasks that were designed by teachers to determine areas of need. It found that the key finding is applicable due to some non-differentiated direct instruction based on student levels. However, during direct instruction, many teachers do differentiate based on different multiple intelligences.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Guided reading plans indicated intention to differentiate based on reading levels and learning needs as well as planned questioning based on students' abilities. Conference notes indicated that teachers differentiate their teaching of strategies in according to students' needs. Instruction occurs in reading and writing strategy groups, guided reading, individual conferences, and book clubs. However, during mini-lessons, teachers teach to the middle, yet, they are attempting to differentiate based on multiple intelligences.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The Literacy Team and assistant principals facilitate teachers' learning during collaborative planning and professional development. A staff developer from Teacher's College also works closely with each grade to further enhance differentiated instruction. A future focus will be on differentiating mini lessons and student tasks based on incorporating interests and Bloom's Taxonomy.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The committee had found that the math workshop model for mathematics allow instructional staff to introduce and teach the skill in a 10 minute mini lesson; giving students about 30-35 minutes to practice math skills independently, in partnerships, or in small group activities according the needs, abilities, and performance levels of students. The committee discussed the need for an intervention math period in which instructional staff will provide targeted small group instruction to students performing in the lowest third.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The committee analyzed that teachers' instructional calendars reflect periods to practicing math skills through math games. Students in grades k-5 revisit math games that reinforce areas of instructional needs. In addition, in each math unit, students participate in math explorations lessons which expose students to reason mathematically, solve problems, and show conceptual and procedural competences in a risk free learning environment.

There is evidence that reflect that students in grades 3-5 complete the Everyday Mathematics Yearlong Projects Grade 3 students collect ongoing data to measure the length of the day. Grade 4 students use their Yearlong Math World Tour tasks as an opportunity to immerse students in interpreting and collecting data. Grade 5 students complete ongoing math tasks from their American Tour Yearlong Project and integrate these tasks in various content area.

In order to continue promoting student engagement, students are playing math jeopardy games and math trivia games that reinforce identified targeted standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The committee believes that teachers could benefit from participating in a more in depth technology professional development. Teachers had expressed the need to learn the use of Smartboards and Teleconferencing in order for students to participate in mathematical discourse with students from different parts of the world. Teachers are in the process of using digital games, videos, images, digital photo libraries and incorporating these tools by using the technology equipment available to them. Our school is building capacity by identifying teachers with a strong technology background to provide support to colleagues with less experience.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school hired four new teachers due to teacher movement. One was new to the Department of Education and three were new to the school but not the Department of Education.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ESL Team met to review the findings

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL team meets on a weekly basis with classroom teachers during their common planning block and work with a range of issue regarding strategies for mono lingual teachers to target ELL students in classrooms (Dr. Met). Selected teachers were provided with training during an on-site professional development session on ESL strategies and supporting each strand assessed in the NYSESLAT. During our focus on ELL students in the Inquiry Team process recent research was gathered and examined at team meetings.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ESL meets regular basis, both as a team and with grade teams during common planning periods.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL team reports to through grade team common planning meetings, on the outcomes of the NYSELAT and to work on suitable strategies to support struggling students. In addition each class and grade has a regularly updates Student Assessment Management System (S.A.M.S.) spreadsheet where ELL students are color coded and their results over time are tracked in all subject areas. ARIS and NYStart data is added as these become available along with the TC Assessment Pro. All student data is regularly review and planning is conducted in collaboration with the ESL Team, ELA Team, Math/Science Coach, Data Specialist, Assistant Principals, AUSSIE and TC Consultants and the Principal. In addition all information gained during the Inquiry Team process is shared with the school and the implications for learners, particularly ELL students is examined and planning is conducted as a result.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Cabinet determined all teachers need more professional development in the area of special education to help support their students in the classroom. Furthermore, a Special Education Committee was formed to determine relevance and found that special education teachers also need support in enhancing instruction for their population and began looking at the needs and areas of concern of all teachers to determine what professional development should be offered.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers have requested professional development on behavior management strategies and conflict resolution strategies. In addition, they are concerned with meeting the IEP goals and objectives for their individual students who are included in their general education population of students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The Special Education Committee composed of the Literacy team, an Assistant Principal, the SETSS teacher, and the Special Education team meets regularly to discuss strategies aligned with the Positive Behavior Intervention Systems. During these meetings, the Special Education team looks at the PRIM and how to incorporate positive behavior strategies and interventions within and outside of the classroom. The Special Education team will practice implementing these techniques. A mentor has been provided for a new special education teacher and a common planning block has been created for all special education teachers to plan based on data and help with differentiation throughout the multiple intelligences. A Special Education Literacy Consultant works to support special education teachers and the SETSS teacher with Wilson and Foundations training.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment

between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Special Education Committee met to discuss whether this is relevant and found that there is a need to scaffold instruction for special education students both academically and behaviorally. The Special Education Committee analyzed current IEPs and highlighted areas of concern including vague goals and objectives that were put in place.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data and observations helped to identify an area of concern and need for professional growth in all general education classrooms to support children with IEPs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The Special Education Committee meets weekly to collaboratively plan and scaffold instruction. The Committee formed a personalized anecdotal logging system to address individual goals and objectives measuring the progress of the students. The Cabinet's future goal is to form one Collaborative Team Teaching classroom on all grade levels a year for the next four years.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

11 students are currently in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

PS109 provides priority support for STH population in regard to support services such as:

- **At-risk Health-related Services**
- **Social Worker**
- **School Psychologist**
- **Guidance Counselor**
- **Support for struggling learners**
- **AIS teacher services**
- **ESL Parent Classes**
- **37.5 minutes**
- **Extended day**
- **Saturday Academy**
- **Rights of Passage – youth development program.**

Part B: FOR NON-TITLE I SCHOOLS

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