



THE SEDGWICK SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 9X109
ADDRESS: 1771 POPHAM AVENUE
TELEPHONE: 718-583-6316
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: X109 **SCHOOL NAME:** The Sedgwick School

SCHOOL ADDRESS: 1771 Popham Avenue, Bronx, N.Y. 10453

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

SCHOOL CONTACT PERSON: Amanda Blatter **EMAIL ADDRESS:** Ablatte2@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Colleen Hogan

PRINCIPAL: Amanda Blatter

UFT CHAPTER LEADER: Janet Villa

PARENTS' ASSOCIATION PRESIDENT: Albertina Rivas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** 6

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 member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

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

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

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| 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 | Guidance Counselor | |
| Evelyn Delgado | <i>Member/2nd Grade Teacher</i> | |
| Colleen Hogan | School Leadership Team Chairperson/4 th Grade | |
| Kate Tucci | Member/3 rd Grade Teacher | |
| Martiza Rodriguez | Parent | |
| Annette Diaz | Parent | |
| Nancy Marrero | Parent | |
| Milagros Troche | Parent | |
| | | |
| | | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 109 is a well-developed school that has a population of approximately **753** students in grades Pre-Kindergarten through 5. This includes one 4th grade Gifted and Talented class. PS 109 is the home to a large bilingual population. We have a Dual Language Program in grades Pre-Kindergarten through 2. Within our community we have one principal, two assistant principals, one Literacy/Social Studies Coach, one math/science coach, two AIS/Reading Intervention teachers, one who is a Reading Recovery teacher, a data coach 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 provide immediate, written 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 fourth 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* to provide all students with integrated visual arts and Arts Connection to provide 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 Coach, Literacy/Social Studies Coach, 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 Coach 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 them 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 2010-1B - April 2010)

| 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: | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 52 | 53 | 54 | | 91.8 | 92.7 | TBD | | |
| Kindergarten | 100 | 105 | 119 | | | | | | |
| Grade 1 | 136 | 122 | 129 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 119 | 131 | 121 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 106 | 108 | 116 | | 93.9 | 92.2 | TBD | | |
| Grade 4 | 101 | 109 | 102 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 5 | 100 | 104 | 108 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 6 | 0 | 0 | 0 | | 83.5 | 90.8 | 97.6 | | |
| Grade 7 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 8 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 9 | 0 | 0 | 0 | | 5 | 85 | TBD | | |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | | | |
| Grade 11 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 12 | 0 | 0 | 0 | | 37 | 38 | 16 | | |
| Ungraded | 2 | 0 | 4 | | | | | | |
| Total | 716 | 732 | 753 | | | | | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| # in Self-Contained Classes | 33 | 36 | 48 | Principal Suspensions | 4 | 3 | TBD | | |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 8 | 3 | TBD | | |
| Number all others | 49 | 61 | 61 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | CTE Program Participants | 0 | 0 | 0 | | |
| | | | | Early College HS Program Participants | 0 | 0 | 0 | | |
| English Language Learners (ELL) Enrollment: | | | | Number of Staff - Includes all full-time staff: | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| # in Transitional Bilingual Classes | 76 | 58 | 0 | Number of Teachers | 53 | 50 | TBD | | |
| # in Dual Lang. Programs | 0 | 19 | 40 | | | | | | |
| # receiving ESL services only | 159 | 180 | 157 | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|---|---------|---------|---|---------------|---------|---------|
| # ELLs with IEPs | 0 | 2 | 35 | Number of Administrators and Other Professionals | 16 | 16 | TBD |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 3 | 4 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | TBD |
| | | | | % more than 2 years teaching in this school | 67.9 | 64.0 | TBD |
| | | | | % more than 5 years teaching anywhere | 62.3 | 60.0 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % core classes taught by "highly qualified" teachers (NCLB/SED) | 87.0 | 88.0 | TBD |
| American Indian or Alaska Native | 0.1 | 0.0 | 0.0 | | 89.7 | 97.4 | TBD |
| Black or African American | 23.3 | 22.5 | 22.6 | | | | |
| Hispanic or Latino | 75.4 | 73.8 | 72.2 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.1 | 0.1 | 0.3 | | | | |
| White | 1.0 | 1.2 | 1.6 | | | | |
| Male | 53.4 | 51.9 | 51.5 | | | | |
| Female | 46.6 | 48.1 | 48.5 | | | | |
| 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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance: | | | | | | | |
| | Phase | | | Category | | | |
| | In Good Standing (IGS) | √ | Basic | Focused | Comprehensive | | |
| | Improvement Year 1 | | | | | | |
| | Improvement Year 2 | | | | | | |
| | Corrective Action (CA) – Year 1 | | | | | | |
| | Corrective Action (CA) – Year 2 | | | | | | |
| | Restructuring Year 1 | | | | | | |
| | Restructuring Year 2 | | | | | | |
| | Restructuring Advanced | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|--------------------------------|----------|----------|--|------|-------------|------------------------|
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | | √ | | ELA: | | | |
| Math: | | √ | | Math: | | | |
| Science: | | √ | | Graduation Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
| 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 | - | - | - | | | | |
| Multiracial | - | - | - | | | | |
| Students with Disabilities | √sh | √ | - | | | | |
| Limited English Proficient | √ | √ | | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 6 | 6 | 1 | | | | |
| 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 25% of the Overall Score)</i> | | | | Quality Statement 5: Monitor and Revise | | | |
| Student Progress: | 56.5 | | | | | | |
| <i>(Comprises 60% 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 | | | |
| KEY: PROGRESS REPORT DATA | | | | ◇ = Outstanding | | | |
| NR = Data Not Reported | | | | 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. | | | | | | | |
| ** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf | | | | | | | |

SECTION IV: NEEDS ASSESSMENT

1. Our student performance trends

2009-10 PROGRESS REPORT

Student Progress represents 60% of the overall score in the School Progress Report. Our grade is an A because we scored 40.7 out of 60. In Student Performance our score this year was 10.9 out of 25 giving us a B grade and in terms of School Environment we scored 9.6 out of 16, which is another A grade. The overall score for 2009-10 is 68 placing us above 89% of all Elementary schools citywide and giving PS 109 a Progress Report grade of A.

ENGLISH LANGUAGE ARTS

Student Performance

38.3% Students achieving Proficiency Level 3 or 4

2.84 Median Student Proficiency for all students tested (or 52.7% on the continuum between the lowest and highest in our peer group of schools)

Student Progress

73% Median Growth Percentile

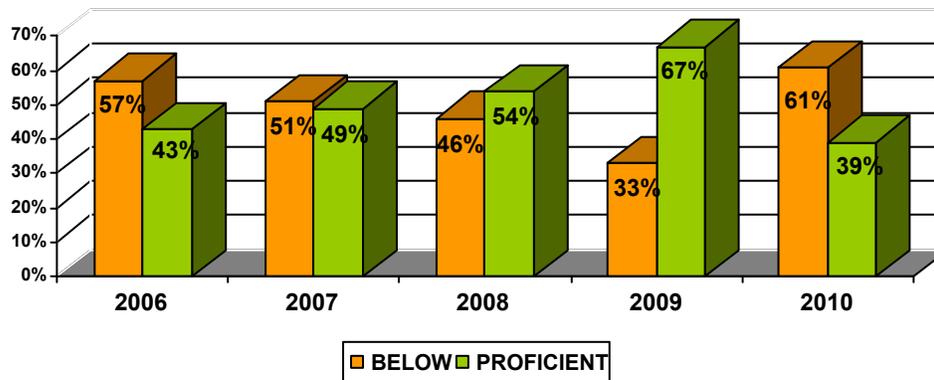
78% Median Growth Percentile for school's lowest third

ALL STUDENT ACHIEVMENT NYSELA 2010

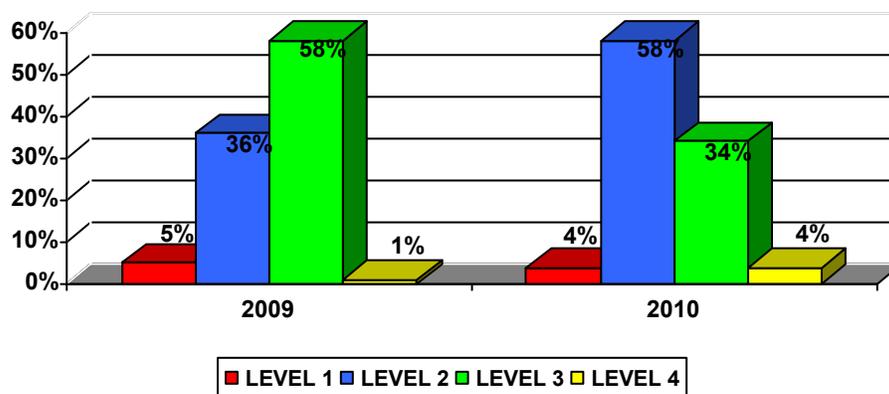
| GRADE | Year | Tested | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | #84 | |
|-------|------|--------|-------|-------|-------|-------|-----|------|
| 3 | 2006 | 72 | 10 | 13.9 | 31 | 43.1 | 31 | 43.1 |
| 3 | 2007 | 97 | 10 | 10.3 | 34 | 35.1 | 51 | 52.6 |
| 3 | 2008 | 101 | 14 | 13.9 | 36 | 35.6 | 46 | 45.5 |
| 3 | 2009 | 100 | 5 | 5 | 36 | 36 | 58 | 58 |
| 3 | 2010 | 111 | 19 | 17.1 | 48 | 43.2 | 38 | 34.2 |
| 4 | 2006 | 87 | 19 | 21.8 | 24 | 27.6 | 34 | 39.1 |
| 4 | 2007 | 105 | 10 | 9.5 | 38 | 36.2 | 52 | 49.5 |
| 4 | 2008 | 97 | 11 | 11.3 | 31 | 32 | 53 | 54.6 |
| 4 | 2009 | 98 | 4 | 4.1 | 29 | 29.6 | 64 | 65.3 |
| 4 | 2010 | 97 | 4 | 4.1 | 56 | 57.7 | 33 | 34 |
| 5 | 2006 | 113 | 18 | 15.9 | 52 | 46 | 40 | 35.4 |
| 5 | 2007 | 103 | 10 | 9.7 | 54 | 52.4 | 39 | 37.9 |
| 5 | 2008 | 93 | 2 | 2.2 | 41 | 44.1 | 50 | 53.8 |
| 5 | 2009 | 99 | 0 | 0 | 24 | 24.2 | 72 | 72.7 |
| 5 | 2010 | 94 | 7 | 7.4 | 49 | 52.1 | 29 | 30.9 |
| All | 2006 | 272 | 47 | 17.3 | 107 | 39.3 | 104 | 38.2 |
| All | 2007 | 305 | 30 | 9.8 | 126 | 41.3 | 142 | 46.6 |
| All | 2008 | 291 | 27 | 9.3 | 108 | 37.1 | 149 | 51.2 |
| All | 2009 | 297 | 9 | 3 | 89 | 30 | 194 | 65.3 |
| All | 2010 | 302 | 30 | 9.9 | 153 | 50.7 | 100 | 33.1 |

PS109 NYSELA TEST PROGRESS – ALL

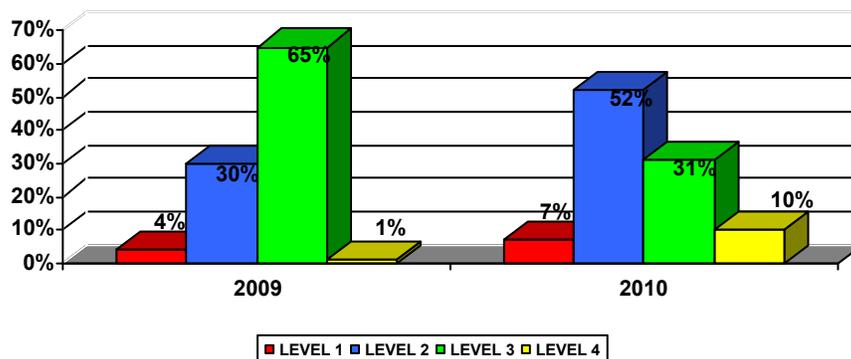
JANUARY 26, 2011



PS109 NYSELA GRADE 4 STUDENT CHANGE FROM GRADE 3



PS109 NYSELA GRADE 5 STUDENT CHANGE FROM GRADE 4



Trend:

In terms of the level of proficiency achieved in the NYSELA 2010 Test we experienced a dip, due to the changed standards applied to the test in this year.

This year, New York State held students to tougher academic standards...The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State.

Chancellor's Report from the Progress Report Overview 2009-10, page 2

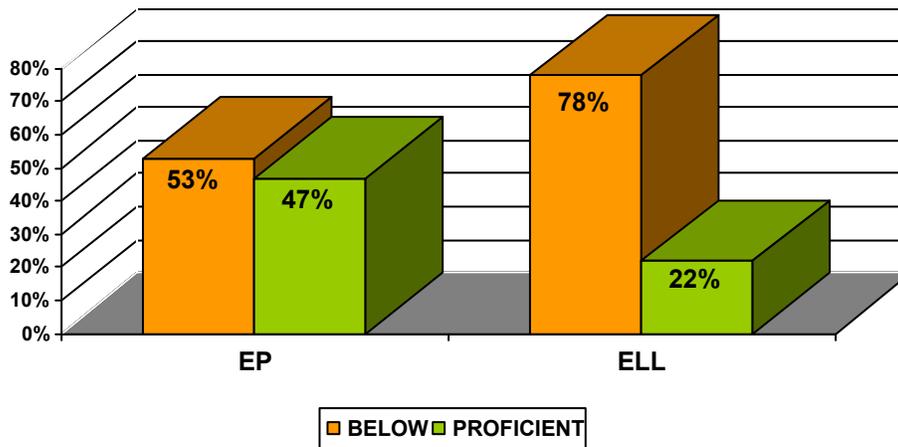
This dip is reflected in the achievement levels for all students and in each grade when compared with previous year's percentage gains. It is echoed as well in the previous graphs, showing the movement

of the same students in a grade to the next grade tested in the NYSELA 2010. Nevertheless 54.4% of our Lowest Third Citywide (ELA) was at the 75th Growth Percentile (or higher) and, as a result, we received 0.75 additional Credit in our Progress Report 2009-2010.

ELL STUDENT ACHIEVMENT NYSELA 2010

| Grade | Year | Category | Number Tested | LVL 1 | | LVL 2 | | LVL 3 | | LVL 4 | | LVL 3&4 | |
|-------|------|----------|---------------|-------|------|-------|------|-------|------|-------|---|---------|------|
| | | | | # | % | # | % | # | % | # | % | # | % |
| All | 2006 | ELL | 51 | 18 | 35.3 | 19 | 37.3 | 14 | 27.5 | 0 | 0 | 14 | 27.5 |
| All | 2007 | ELL | 79 | 15 | 19 | 41 | 51.9 | 23 | 29.1 | 0 | 0 | 23 | 29.1 |
| All | 2008 | ELL | 96 | 17 | 17.7 | 55 | 57.3 | 24 | 25 | 0 | 0 | 24 | 25 |
| All | 2009 | ELL | 88 | 4 | 4.5 | 37 | 42 | 47 | 53.4 | 0 | 0 | 47 | 53.4 |
| All | 2010 | ELL | 90 | 16 | 17.8 | 54 | 60 | 19 | 21.1 | 1 | 1 | 20 | 22.2 |

PS109 NYSELA 2010 COMPARATIVE ELL PERFORMANCE



| | Grade 3-5 (212) | ELL Grade 3-5 (90) |
|------------|-----------------|--------------------|
| Below | 113 - 53% | 70 - 78% |
| Proficient | 99 - 47% | 20 - 22% |

Trend:

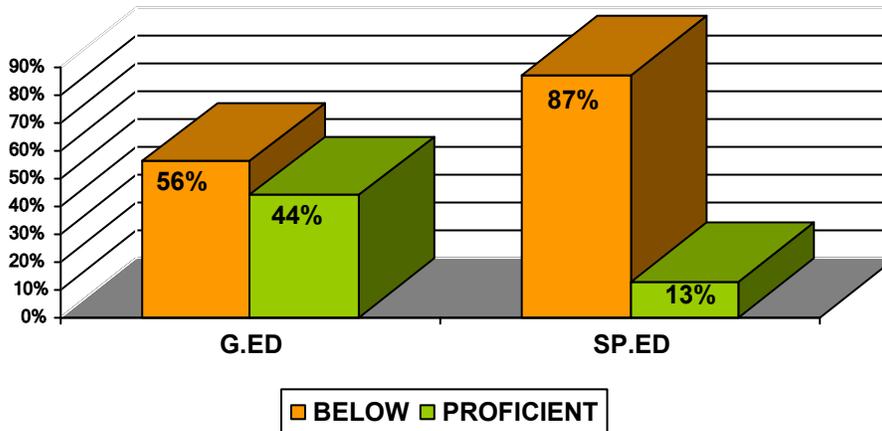
Given the changed standards applied to the NYSELA 2010 Test, our English Language Learners (ELL) experienced a dip in the percentage achieving proficiency when compared with English Proficient (EP) students. Nevertheless 51.7% of our ELL students were at the 75th Growth Percentile (or higher), for which we received a 0.75 additional Credit in our Progress Report 2009-2010.

SPECIAL EDUCATION STUDENT ACHIEVMENT NYSELA 2010

| Grade | Year | Category | Number | LVL 1 | | LVL 2 | | LVL 3 | | LVL 4 | | LVL 3&4 | |
|-------|------|----------|--------|-------|---|-------|---|-------|---|-------|---|---------|---|
| | | | | # | % | # | % | # | % | # | % | # | % |

| | | | Tested | | | | | | | | | | |
|-----|------|------------|--------|----|------|----|------|----|------|---|-----|----|------|
| All | 2006 | Special Ed | 49 | 29 | 59.2 | 16 | 32.7 | 4 | 8.2 | 0 | 0 | 4 | 8.2 |
| All | 2007 | Special Ed | 43 | 17 | 39.5 | 18 | 41.9 | 8 | 18.6 | 0 | 0 | 8 | 18.6 |
| All | 2008 | Special Ed | 39 | 13 | 33.3 | 17 | 43.6 | 9 | 23.1 | 0 | 0 | 9 | 23.1 |
| All | 2009 | Special Ed | 44 | 6 | 13.6 | 21 | 47.7 | 16 | 36.4 | 1 | 2.3 | 17 | 38.6 |
| All | 2010 | Special Ed | 45 | 8 | 17.8 | 31 | 68.9 | 5 | 11.1 | 1 | 2.2 | 6 | 13.3 |

PS109 NYSELA 2010 COMPARATIVE SPEC ED PERFORMANCE



| | G. ED Grade 3-5 (257) | SP.ED. Grade 3-5 (45) |
|-------------------|-----------------------|-----------------------|
| Below | 144 - 56% | 39 - 87% |
| Proficient | 113 - 44% | 6 - 13% |

Trend:

Despite recent gains in the achievement levels of our Special Education (Sp. Ed) students the changed standards applied to the NYSELA 2010 Test resulted in a dip in percentage achieving proficiency when compared with General Education (G. Ed) students. Although we achieved 51.3% Exemplary Proficiency Gains, this was not sufficient to give us additional Credit in the Progress Report 2009-2010.

MATHEMATICS

2009-10 PROGRESS REPORT

Student Performance

60.9% Students achieving Proficiency Level 3 or 4
 3.13 Median Student Proficiency for all students tested (or 49.3% on the continuum between the lowest and highest in our peer group of schools)

Student Progress

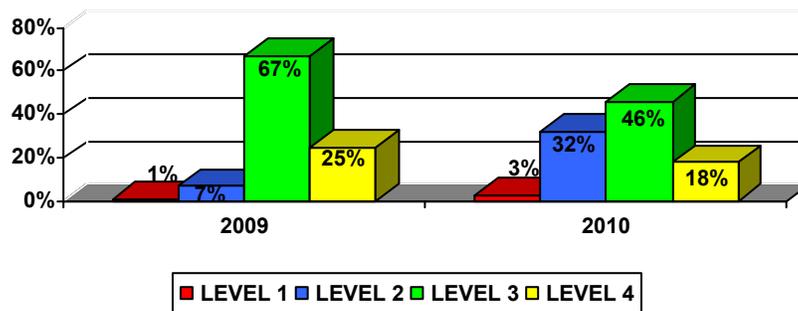
73% median growth percentile
 82% median growth percentile for school's lowest third

ALL STUDENT ACHIEVEMENT NYS MATH 2010

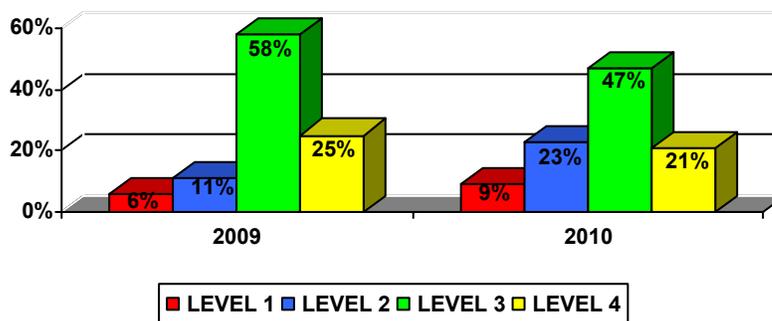
| | LVL 1 | LVL 2 | LVL 3 | LVL 4 | LVL 384 |
|--|-------|-------|-------|-------|---------|
| | | | | | |

| Grade | Year | Number Tested | # | % | # | % | # | % | # | % | # | % |
|-------|------|---------------|----|------|-----|------|-----|------|----|------|-----|------|
| 3 | 2006 | 103 | 13 | 12.6 | 12 | 11.7 | 59 | 57.3 | 19 | 18.4 | 78 | 75.7 |
| 3 | 2007 | 99 | 5 | 5.1 | 3 | 3 | 53 | 53.5 | 38 | 38.4 | 91 | 91.9 |
| 3 | 2008 | 104 | 6 | 5.8 | 11 | 10.6 | 61 | 58.7 | 26 | 25 | 87 | 83.7 |
| 3 | 2009 | 103 | 1 | 1 | 7 | 6.8 | 69 | 67 | 26 | 25.2 | 95 | 92.2 |
| 3 | 2010 | 113 | 7 | 6.2 | 48 | 42.5 | 41 | 36.3 | 17 | 15 | 58 | 51.3 |
| 4 | 2006 | 113 | 22 | 19.5 | 35 | 31 | 44 | 38.9 | 12 | 10.6 | 56 | 49.6 |
| 4 | 2007 | 108 | 9 | 8.3 | 24 | 22.2 | 62 | 57.4 | 13 | 12 | 75 | 69.4 |
| 4 | 2008 | 99 | 2 | 2 | 17 | 17.2 | 57 | 57.6 | 23 | 23.2 | 80 | 80.8 |
| 4 | 2009 | 103 | 6 | 5.8 | 11 | 10.7 | 60 | 58.3 | 26 | 25.2 | 86 | 83.5 |
| 4 | 2010 | 97 | 3 | 3.1 | 32 | 33 | 45 | 46.4 | 17 | 17.5 | 62 | 63.9 |
| 5 | 2006 | 129 | 33 | 25.6 | 48 | 37.2 | 45 | 34.9 | 3 | 2.3 | 48 | 37.2 |
| 5 | 2007 | 109 | 18 | 16.5 | 39 | 35.8 | 42 | 38.5 | 10 | 9.2 | 52 | 47.7 |
| 5 | 2008 | 97 | 5 | 5.2 | 15 | 15.5 | 68 | 70.1 | 9 | 9.3 | 77 | 79.4 |
| 5 | 2009 | 102 | 0 | 0 | 4 | 3.9 | 65 | 63.7 | 33 | 32.4 | 98 | 96.1 |
| 5 | 2010 | 99 | 9 | 9.1 | 23 | 23.2 | 46 | 46.5 | 21 | 21.2 | 67 | 67.7 |
| All | 2006 | 345 | 68 | 19.7 | 95 | 27.5 | 148 | 42.9 | 34 | 9.9 | 182 | 52.8 |
| All | 2007 | 316 | 32 | 10.1 | 66 | 20.9 | 157 | 49.7 | 61 | 19.3 | 218 | 69 |
| All | 2008 | 300 | 13 | 4.3 | 43 | 14.3 | 186 | 62 | 58 | 19.3 | 244 | 81.3 |
| All | 2009 | 308 | 7 | 2.3 | 22 | 7.1 | 194 | 63 | 85 | 27.6 | 279 | 90.6 |
| All | 2010 | 309 | 19 | 6.1 | 103 | 33.3 | 132 | 42.7 | 55 | 17.8 | 187 | 60.5 |

NYS MATH GRADE 4 STUDENT CHANGE FROM GRADE 3



NYS MATH GRADE 5 STUDENT CHANGE FROM GRADE 4



Trend:

Despite our significant gains in percentage achieving Proficiency levels over previous years we experienced a dip due to the changed standards applied to the test in this year.

This year, New York State held students to tougher academic standards...The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State.

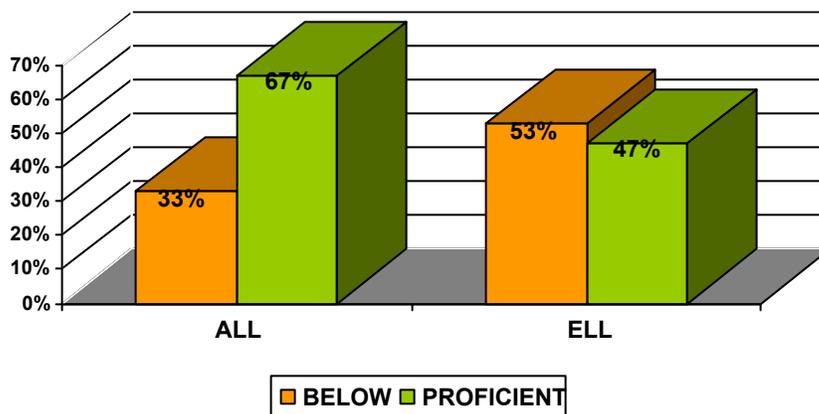
Chancellor's Report from the Progress Report Overview 2009-10, page 2

This dip is reflected in the achievement levels for all students and in each grade when compared with previous year's percentage gains. It is echoed as well in the graphs above, showing the movement of the same students in a grade to the next grade tested in the NYS MATH 2010. However, 59.2% of our Lowest Third Citywide (Math) was at the 75th Growth Percentile (or higher) and we received 1.5 additional Credit in our Progress Report 2009-2010.

ELL STUDENT ACHIEVEMENT NYS MATH 2010

| Grade | Year | Category | Number Tested | LVL 1 | | LVL 2 | | LVL 3 | | LVL 4 | | LVL 3&4 | |
|-------|------|----------|---------------|-------|------|-------|------|-------|------|-------|-----|---------|------|
| | | | | # | % | # | % | # | % | # | % | # | % |
| All | 2006 | ELL | 120 | 30 | 25 | 43 | 35.8 | 43 | 35.8 | 4 | 3.3 | 47 | 39.2 |
| All | 2007 | ELL | 89 | 14 | 15.7 | 27 | 30.3 | 42 | 47.2 | 6 | 6.7 | 48 | 53.9 |
| All | 2008 | ELL | 103 | 8 | 7.8 | 16 | 15.5 | 73 | 70.9 | 6 | 5.8 | 79 | 76.7 |
| All | 2009 | ELL | 94 | 4 | 4.3 | 10 | 10.6 | 65 | 69.1 | 15 | 16 | 80 | 85.1 |
| All | 2010 | ELL | 98 | 10 | 10.2 | 42 | 42.9 | 39 | 39.8 | 7 | 7.1 | 46 | 46.9 |

PS109 NYS MATH 2010 COMPARATIVE ELL PERFORMANCE



| | Grade 3-5 (211) | ELL Grade 3-5 (98) |
|------------|-----------------|--------------------|
| Below | 70 - 33% | 52 - 53% |
| Proficient | 141 - 67% | 46 - 47% |

Trend:

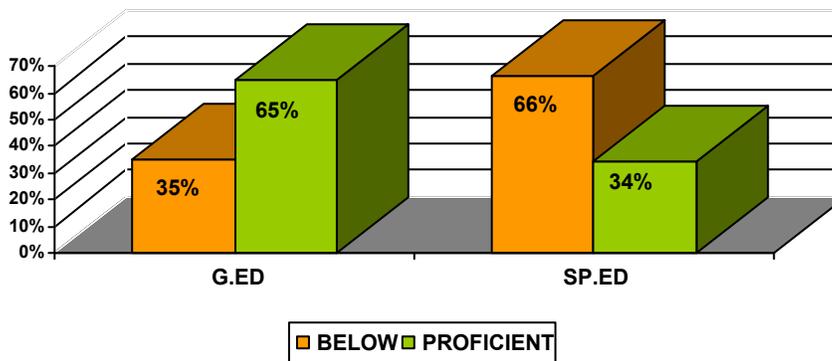
While from 2006-2008 we were successful in lowering the percentage of English Language Learner (ELL) students achieving at Level 1 and improving the percentage of students achieving at Proficiency Level, in NYS MATH 2010 we were not, due to the fact changed standards applied to the test.

Nevertheless 51.3% of our ELL students were at the 75th Growth Percentile (or higher), for which we received a 0.75 additional Credit in our Progress Report 2009-2010.

SPECIAL EDUCATION STUDENT ACHIEVEMENT NYS MATH 2010

| Grade | Year | Category | Number Tested | LVL 1 | | LVL 2 | | LVL 3 | | LVL 4 | | LVL 3&4 | |
|-------|------|----------|---------------|-------|------|-------|------|-------|------|-------|------|---------|------|
| | | | | # | % | # | % | # | % | # | % | # | % |
| All | 2006 | Sp.Ed. | 53 | 29 | 54.7 | 10 | 18.9 | 12 | 22.6 | 2 | 3.8 | 14 | 26.4 |
| All | 2007 | Sp.Ed. | 41 | 9 | 22 | 13 | 31.7 | 17 | 41.5 | 2 | 4.9 | 19 | 46.3 |
| All | 2008 | Sp.Ed. | 40 | 6 | 15 | 8 | 20 | 25 | 62.5 | 1 | 2.5 | 26 | 65 |
| All | 2009 | Sp.Ed. | 43 | 4 | 9.3 | 9 | 20.9 | 22 | 51.2 | 8 | 18.6 | 30 | 69.8 |
| All | 2010 | Sp.Ed. | 46 | 9 | 19.6 | 21 | 45.7 | 13 | 28.3 | 3 | 6.5 | 16 | 34.8 |

PS109 NYSMATH 2010 COMPARATIVE SPEC ED PERFORMANCE



| | G. ED Grade 3-5 (263) | SP.ED. Grade 3-5 (46) |
|------------|-----------------------|-----------------------|
| Below | 92 - 35% | 30 - 66% |
| Proficient | 171 - 65% | 16- 34% |

Trend:

Despite some significant gains in the achievement levels of our Special Education (Sp. Ed) students, we experienced a dip in percentage achieving proficiency, due to the changed standards applied to the NYS MATH 2010 Test, Nevertheless we were able to achieve 65.0% Exemplary Proficiency Gains giving us 1.5 additional Credit in the Progress Report 2009-2010.

2. Our greatest accomplishments over the last couple of years

In general, PS 109 has shown steady growth in student progress in State & City Standardized ELA Assessments, especially in regard to our student subgroups and bottom third in both ELA and Mathematics. We have maintained a consistent focus on improved student outcomes and the following accomplishments are supportive of this:

- Overtime (as shown in the tables above), we have demonstrated a consistency in the quality of instruction that allows students to perform to the best of their ability. Collaboration across grades 3, 4 and 5 has become a major accomplishment of our community of learners.
- Student assessment information is maintained on our Student Assessment Management System (S.A.M.S.) and a print out is immediately available to monitor and review grade, class and individual student progress.
- Each teacher holds student assessment information in a Data Binder. Individual teachers and grade teams use this data to plan units, lesson series and lessons. The data is used on a regular basis to support collaborative planning between class and support teachers (AIS, ESL, After School, etc).

- Our greatest accomplishment over the last few years has been the ability to provide small group instruction through our AIS providers.
- All teachers have been provided with professional development, coaching support and suitable instructional materials to help implement the workshop model in all major subject areas.
- Integrated units of study have been developed by teams to focus learning in non-fiction to support standards in two or more subject areas, e.g. Social Studies and ELA, Visual Arts, ELA and Science.
- We have Teachers College consultants supporting our reading and writing units, conducting regular lab sites for all teachers.
- Teachers attend out of school Professional Development at Teachers College and are responsible for turn keying the information they have gained.
- Our coaches work closely with the Assistant Principals to support grade teams with their pedagogy (e.g. refining all components of the workshop model) and planning, including coaching support for new teachers.
- Grade teams have begun to use available State, City and school based assessment data to plan support of struggling students by pin pointing their major learning needs.
- Many teachers are using small group guided practice and instruction, thereby providing differentiation to support our students to target skills and strategies in ELA and mathematics.
- To assist our ELL students, we hired an additional ESL teacher. We have reviewed bilingual programs and will extend out the Dual Language pilot program to aid in their attainment of their first language to assist in the learning of a second language.
- With the guidance of our Mathematics coach, we have successfully implemented *Everyday Mathematics* in grades Pre-kindergarten through grade 5. It provides our students with a balance of major concepts and basic skills.
- Our Math coach works with all teachers to ensure a deep understanding of the Math State Standards and how these inform the math curriculum. She supports the grade teams with aligning instructional materials to the Math State Standards.
- We have a Teacher Resource Center that contains an ever growing and rich supply of a range of fiction and non fiction texts for targeting student comprehension at all reading levels and specific reading skills.
- PS 109 has a Data Coach who assists the school administration, grade teams, AIS & ESL teachers and our Inquiry Teams by collecting, entering, maintaining and analyzing data to support a focus on improved outcomes in all core subject areas.
- Our Inquiry Teams on Grades Pre-k, K, 1, 2, 4, and 5 focused on the lowest achieving students in ELA. The goal has been to gather practical, workable strategies that allow students to develop high order thinking and comprehension skills.
- We provide enrichment for our high level three and level four students through book clubs, guided reading and strategy groups by including the Blooms Taxonomy in all core subject areas.
- In addition, to our daytime academic interventions students in grades three through five achieving at level one, level two, and low level three are provided with two hours of extended day instruction three times per week. The instruction during the extended day program will follow the workshop model. An item skill analysis identifies the specific areas of need for each student so that small group instruction and one-to-one conferences are designed to meet those needs.
- During the 37.5 minute extended day program provides Level 1, Level 2 and low Level 3 students with strategic instruction. Based upon individual student needs, teachers offer guided reading, test sophistication in literacy and math, Everyday Math (EDM) on-line games, and differentiated tasks.
- The After School Academic Success Program provides special activities for the higher performing Level 2 and Level 3 students in both ELA and math.

This year, because of the changed standards being applied to our state test scores, we experienced a dip. Nevertheless, when compared with the results across the city and within our peer group of schools we are on track to continue to make steady growth.

3. Our most significant aids or barriers to the school's continuous improvement?

ELL Students

As a community we face the challenge that our new arrivals are tested after one year of schooling. This regulation impedes our students' ability to acquire language in an appropriate time frame and then be asked to take the NYS ELA. To date, our data shows us that the major area of need is in supporting improved outcomes for our ELL students who are outperformed in ELA tests and assessments. As they constitute over one third of our student population, we need to build on the excellent work begun last year in using specific strategies to support these students. Our teachers are learning about supportive ESL strategies and discuss these at team meetings for planning purposes. However, along with focused mini lessons based on overall learning needs, we need to be alert to pinpoint specific performance indicator(s) that individual students need to work on during small group strategy lessons and guided practice. The judicious use of individual data to *identify specific learning needs* will support our ELL population. Much of this data is available on ARIS and ACUITY and we will intensify our use of this along with the in-school assessment information we are collecting. Furthermore, it has been noted through an examination of the present curriculum that there is a need for increased speaking opportunities to assist student's in their writing performance.

Language Development

ELA standards involve reading and *writing* as well as speaking and listening. Our education community is being supported through our collaboration with Teachers College on the writing process and is intended to support refinement of our teaching of written language. TC is supporting our work in enhancing our use of reading data to help ensure continuous progress throughout the year. Additionally, we are now in a position to intensify our concentration on *non fiction* reading and writing to support improved outcomes for English language learners through increasingly more challenging academic reading and writing.

Effective instructional strategies in all major core subjects

To reinforce student accountability, the workshop model provides time for students to practice and deepen their use of strategies and skills being taught. At PS 109 most teachers demonstrate well developed teaching techniques in ELA and Mathematics, especially using the components of the workshop model. Our challenge remains to develop this model to support learning in Science, Social Studies and the Arts. Observation and school wide data shows a need for students to take responsibility for their learning. Therefore, they are setting learning goals and writing reflections based on their work in the unit. When students are held more accountable for their own learning, goal setting and reflecting on progress is an important part of their development as life long learners.

Differentiation

Last year we focused on using data (e.g. reading levels) to differentiate and cater to a range of learning needs and this year we aim to make this a major goal. Our performance trends indicate that our lower third student population is moving towards academic success by obtaining at least a level 2. This highlights our increasing ability to differentiate as well as maximizing instructional opportunities (37.5 minutes, AIS, ESL). Our data indicates a need to work on improving the learning outcomes for our highest performing students by ensuring academic rigor in lessons and differentiated activities for them.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1: To improve the percentage of students achieving Performance Levels 3 & 4 on the NYSELA 2011.

By June 2011:

- 4% improvement in those ('pushable') students achieving Performance Levels 3 & 4 on the NYSELA Test 2011, up from 38.3% in 2010 to 42.3%. (A total of 29 students).
- 68% of Grade 3-5 students will be reading at or above their grade Fountas and Pinnel level benchmark (TC Assessment).

Goal 2: To improve student progress in Math of the bottom 1/3 making one year of progress in NYS Math Test 2011.

By June 2011 the average change in Math Progress for bottom 1/3 will increase by 2% (from 82% to 84% as indicated in the Progress Report.

Goal 3: To maintain or increase the proficiency rates of those Grade 4 & Grade 5 students in 2010-2011, who performed between 3.03 – 3.22 on the 2010 NYSELA, (and were therefore close to the cut off between level 2 and level 3).

By June 2011:

- All targeted 'slipable' students (52 students) will achieve proficiency level 3 or above in the NYSELA Test 2011.
- All targeted students will improve their Fountas & Pinnel reading levels, achieving at least the standard benchmark for the grade level in April/May TC Assessment.

Goal 4: To improve academic rigor across all subjects with the implementation of Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, by all teachers.

By June 2011:

- 100% of teachers will have engaged in professional development around the Common Core Standards.
- All teachers will have participated in planning and programming for ELA and integrated units of study a curriculum that are rigorous, clear and specific, coherent, and internationally benchmarked.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V.

Subject/Area (where relevant): ELA

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal 1: To improve the percentage of students achieving Performance Levels 3 & 4 on the NYSELA 2011.</p> <p>By June 2011:</p> <ul style="list-style-type: none"> • 4% improvement in those ('pushable') students achieving Performance Levels 3 & 4 on the NYSELA Test 2011, up from 38.3% in 2010 to 42.3%. (A total of 29 students). • 68% of Grade 3-5 students will be reading at or above their grade Fountas and Pinnel level benchmark (Teacher's College (TC) Assessment). |
| <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> | <ul style="list-style-type: none"> • Grade 4 & 5 teams will review NYSELA 2010 data and establish goals for their grade. • Data Coach will develop, update, and provide a class spreadsheet for all Grade K-5. • Grade 4 & 5 class spreadsheets will highlight the Proficiency Rating from highest to lowest in their class. • Extended Day & AIS support teachers will receive the spreadsheets and will plan their programs accordingly, in consultation with class teachers, assistant principals and coaches. • Data Coach will provide Item Analysis of the NYSELA 2010 Test by question and strand to the relevant assistant principals, coaches and grade teams. • Teachers will organize their guided reading groups for students using the TC reading level assessments in 2010. • Literacy Coach, principal, and assistant principal will provide support and professional development to align the TC curriculum with the NYS Common Core State Standards. • Teachers will use technology in the classroom to enhance instruction. Grades K-2 will use www.starfall.com, English Language Learners will use the <i>Imagine Learning English Program</i>, and classes will use Achieve 3000 as well. By the end of this year, all classrooms will have <i>Smart Boards</i>. • We will build capacity through a school-based technology team that will provide |

- professional development to facilitate the use of multi-media instructional tools.
- Our literacy consultants from Teacher's College Reading and Writing Project (TCRWP) will conduct vertical labsites based on professional development needs of teachers.
 - AUSSIE consultant will conduct small group, guided reading instruction to ensure steady progress.
 - Teachers will use an analysis of the Oct/Nov Predictive assessment to revise and evaluate learning goals for their classes.
 - Teachers will use baseline writing data to form small groups to individualize instruction and set goals for learning.
 - Teachers will use recent assessment information (ARIS, Simulations, informal running records, formal running records) to plan and deliver focused mini lessons, small group strategy groups, and one on one conferences, designed to address learning goals for their classes.
 - Principal and the assistant principals will confer with individual teachers to support a teacher's strategic planning.
 - Differentiated professional development support will be 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.
 - All teachers will use the most recent assessment information to facilitate individual conferences with students, to develop individual learning goals, and strategies at quarterly intervals throughout the school year.
 - All teachers will conduct regular small group strategy lessons to support student understanding of targeted reading skills to help students achieve individual learning goals.
 - Inquiry team leaders, coaches, consultants and assistant principals will examine interim assessment data for trends and disaggregate the data where possible to share trends across the school.
 - PD on enrichment, particularly strategies to support students to elaborate and 'go deeper' in their thinking around texts will continue for grade teams, particularly new teachers.
 - After-school enrichment program for select, top students based on state data, reading levels, and performance assessments will be designed to promote higher order levels of student achievement.
 - All students will engage in regular guided reading and/or small group strategy lessons, ensuring a balance of teacher attention across the range of achievement from below grade to above grade level.
 - All grade teams will share and record their strategies, successes and challenges

| | |
|---|--|
| | <p>involved in addressing the learning needs of students in ELA</p> <ul style="list-style-type: none"> • Inquiry 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. • PS 109 Cabinet (including assistant principals, principal, coaches and data coach) will examine issues arising at grade meetings and plan PD & support for individuals, specific grades or the whole school. • Grade teams will track and record progress of the students in ELA to predict progress of the targeted students. • 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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><i>The funding sources used to fund staffing/training and OTPS in this area are: Part 154 and PCEN LEP, Title III, Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction and Title I.</i></p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Identification of proficient students, as determined by NYSELA Test 2010, by grade and class in the spreadsheets in all teacher's data binders • Grades 1-5 spreadsheets also included the April/May 2010 Fountas & Pinnel level for each student • PD agendas in use of individual student assessment data to plan strategies for differentiation based on item analysis and anecdotal observations of reading behaviors. • Team agendas with examples of small group enrichment lessons & activities, intended to extend & deepen understanding • Record of formal observation lessons of teachers differentiating for 'pushable' students in their classes. • Literacy Coach logs reflecting all levels of pedagogical support • In house, state assessments item analysis by strand • Lesson plans involve explicit support for grade level and above students. • Unit planning includes explicit enriching and extension teaching strategies. • In planning & discussions with administration, coaches and teachers demonstrate heightened awareness of the 'pushable' students and expectations for these students. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • NYSELA Test 2011. • 2010-2011 Progress Report. |
|--|---|

Subject/Area (where relevant): Mathematics

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal 2: To improve student progress in Math of the bottom 1/3 making one year of progress in NYS Math Test 2011.</p> <p>By June 2011: Average change in Math Progress for bottom 1/3 will increase by 2% (from 82% to 84% as indicated in the Progress Report.)</p> |
| <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> | <ul style="list-style-type: none"> • Grade teams will receive student Math Spreadsheets showing individual student NYS Mathematics data in September 2010. • Data Coach will provide updated Math Spreadsheets with updated data on a quarterly basis (all interim assessments). • Mathematics Coach will support Grade teams to review and track progress of the targeted students, particularly those in Grades 3-5. • Data Coach & Mathematics Coach will provide Grade teams with strand, gap analysis, and item analysis information for NYS Mathematics and interim assessments. • Grade teams will analyze and monitor progress of the targeted students in the bottom 1/3. • Math Coach, Data Coach, principal, and assistant principal will provide support and professional development to align the Everyday Math (EDM) Units of Study, portfolio tasks, and daily word problems with the NYS Common Core State Standards. • Math Center tasks will be created based on student learning goals, performance indicators, and mastery in grades K-2. • Monthly math projects will be implemented to integrate the process strands at all grade levels across classrooms. • An inquiry team will work collaboratively to analyze trends in number sense, assessment data, EDM data, interim data, and informal assessments, which will be utilized to track progress. |

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| | <ul style="list-style-type: none"> • We will build capacity through a school-based technology team that will provide professional development to facilitate the use of multi-media instructional tools. • Teachers will plan and refine small group guided instruction and strategy lessons based on item analysis of standardized test in Mathematics, with the support & guidance of the Mathematics Coach, Data Coach and Assistant Principals. • Teachers will examine the student subgroups in their classes to set differentiated learning goals (SQR Statement 3.3), based on the Predictive and Interim assessment data, 4 times in the year. • Classroom teachers and coaches will plan open ended tasks aligned to current math standards to engage students in daily problem solving tasks at different levels of performance. • Opportunities for students to engage in problem solving tasks to promote critical thinking. • Math Coach will provide professional development and support to teachers to promote more process writing. • Lowest third targeted students will participate in the 37 ½ minute instructional intervention program. • Lowest third targeted students will be offered the opportunity to participate in the extended day test sophistication program • Students will be invited to participate in the Academic Success Saturday Program. • Classroom teachers will engage students in mathematics projects that are connected to real life application. • Academic Intervention Service (AIS) teachers, English as a Second Language (ESL) teachers, all support and extended day teachers will study the item analysis for individual students (in the lowest 1/3 target range) to plan and prepare differentiated group/individual work for struggling students. • Targeted students will be assisted to set regular learning goals based on their progress. • Assistant Principals and Mathematics Coach will offer support to parents/caregivers of targeted students to help them understand the purpose of learning goals and help their children in whatever way they can. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><i>The funding sources used to fund staffing/training and OTPS in this area are: Part 154 and PCEN LEP, Title III, Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction and Title I.</i></p> |

Indicators of Interim Progress and/or Accomplishment

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

- Identification of proficient students, as determined by NYS Math Test 2010, by grade and class in the spreadsheets in all teacher’s data binders.
- PD agendas in use of individual student assessment data to plan strategies for differentiation based on item analysis and anecdotal observations of reading behaviors.
- Team agendas with examples of small group intervention lessons & activities, intended to extend & deepen understanding.
- Record of formal observation lessons of teachers differentiating in mathematics for students in their classes.
- Lesson plans involve explicit support for students below grade level.
- Unit planning includes explicit and concrete teaching strategies to support less able students.
- Math and Data Coach logs reflecting all levels of pedagogical support
- In house, state assessments item analysis by strand
- Math performance assessment in grades K-2 to measure progress in each strand
- Everyday Mathematics Periodic Assessment will be administered 3 times a year
- End of unit assessments will be administered to track growth and progress
- Interim assessments, such as Acuity, Predictive, and ITA Assessments will be utilized throughout the year
- Student work in mathematics that has been selected for Student Portfolios.
- Classrooms environments reflect mathematical thinking.
- In planning & discussions with administration, coaches and supervisors teachers demonstrate heightened awareness of the struggling students.
- NYS Math Test 2011.
- 2010-2011 Progress Report.

Subject/Area (where relevant): ELA

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal 3: To maintain or increase the proficiency rates of those Grade 4 & Grade 5 students in 2010-2011, who performed between 3.03 – 3.22 on the 2010 NYSELA, (and were therefore close to the cut off between level 2 and level 3).

By June 2011:

- All targeted ‘slipable’ students (52 students) will achieve proficiency level 3 or above in the NYSELA Test 2011.

| | |
|---|--|
| | <ul style="list-style-type: none"> • All targeted students will improve their Fountas & Pinnel reading levels, achieving <u>at least</u> the standard benchmark for the grade level in April/May TC Assessment. |
| <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> | <ul style="list-style-type: none"> • Data Coach will highlight the grade and class spreadsheets for Grade 4 & 5 highlighting the ‘slipable’ students to be targeted for particular attention • Teachers in a September grade meeting will identify the relative performing students in their own classes, from highest to lowest (based on NYSELA Test) • Literacy Coach will provide professional development to teachers in 6 week coach cycles • Data Coach will track use findings from data to support instruction with ‘slipable’ students • During planning meetings with TCRWP consultants, teachers, coaches, and administration will study informal reading data, such as reading logs, student writing, reading notebooks, conference data, formal and informal running records to discuss next steps for instruction • Common planning time will be used to share strategies for small group and one on one conferencing • AIS providers will meet regularly to discuss academic progress based on set learning goals. Providers will communicate progress and expectations with classroom teachers • Samples of student work will be analyzed by teachers, coaches, and administration to identify trends and plan for next steps • Teachers will assist students in setting reachable and measurable goals for growth • Technology will be utilized to differentiate based on students’ individual academic needs • Assistant principals, coach and consultants will be resource people to assist teams in developing academic rigor in their extension activities. • Data Coach will support the assistant principals, coach and grade teams to review item analysis for standardized assessments (NYSELA, Predictive, ITA’s, TC Reading Assessment) • AIS, ESL and all support teachers will collaborate with grade teams to plan instruction for the targeted ‘slipable’ students. • Ongoing monitoring will provide cabinet with current data showing how the strategy is working to decide whether and where further support may be required. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p><i>The funding sources used to fund staffing/training and OTPS in this area are: Part 154 and PCEN LEP, Title III, Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction and Title I.</i></p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Identification of 'slipable' students, as determined by NYSELA Test 2010, by grade and class in the spreadsheets in all teacher's data binders • Grades 4 & 5 spreadsheets with April/May 2010 Fountas & Pinnel level for all students, including the 'slipable' students • AIS Tracking forms for targeted students. • Student Reading Logs, including student independent reading levels as well as their learning goal. • PD agendas in use of individual student assessment data to plan strategies for differentiation based on item analysis and anecdotal observations of reading behaviors. • Team agendas with examples of small group enrichment lessons & activities, intended to extend & deepen understanding and specific motivational strategies to support achievement of specific students' learning goals. • Record of formal observation lessons of teachers differentiating for targeted students in their classes. • Lesson plans involve explicit support for targeted students. • Literacy Coach logs reflecting all levels of pedagogical support offered • Unit planning includes explicit and concrete teaching strategies to support targeted students. • In planning & discussions with administration, coaches and supervisors teachers demonstrate heightened awareness of the 'slipable' students. • NYSELA Test 2011. • 2010-2011 Progress Report. |

Subject/Area (where relevant): ELA & Literacy in History/Social Studies & Science

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal 4: To improve academic rigor across all subjects with the implementation of Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, by all teachers.</p> <p>By June 2011:</p> <ul style="list-style-type: none"> • 100% of teachers will have engaged in professional development around the Common Core Standards. • All teachers will have participated in planning and programming for ELA and integrated units of study a curriculum that are rigorous, clear and specific, coherent, and internationally benchmarked. |
| <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> | <ul style="list-style-type: none"> • Principal, assistant principals, coaches and consultants will provide a range of professional development opportunities for all staff, on an ‘as needs’ basis • Units of Study will be revised to include relevant components of the Common Core State Standards. • Assistant Principal is attending the monthly Network Coach Group meetings for the Common Core State Standards. She will then turn-key the information through study groups and professional development • Teachers will collaborate with coaches on their grade teams to review their integrated units & continue to update the units to include the Common Core State Standards. • Unit plans and teacher lesson plan outlines will align these standards within this framework • Grade teams will review the units as they trial them and make revisions to support implementation of the Common Core State Standards framework in school. • All unit plans will identify specific section on the language conventions, effective use, and vocabulary targets for all students as indicated in the framework. • Teachers use CCSS as a self assessment to evaluate planning, instruction, and reflect on ways to integrate the CCSS into the content areas • Aligning the CCSS with the Foss Science Investigations and the Social Studies units of study. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to generated Appendix A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UV, UW, UX, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ</p> | <p>REQUIRED APPENDICES TO THE CEP FOR 2010-2011 The reading sources used to form staffing training and OTS 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. Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.) Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> <p>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS • Agendas/minutes of planning meetings to write and/or adapt the units of study in core curriculum areas • Units of study that show the integration of the relevant Common Core State Standards</p> <p>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS • PS 100 Curriculum Map/Scope & Sequence for core subjects that have been adjusted to support the implementation of the Common Core State Standards.</p> <p>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS • Social Studies unit assessments and Science unit assessment • The data from the 4th grade State Science Assessment</p> <p>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</p> |
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APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | 25 | 0 | N/A | N/A | | | | |
| 2 | 0 | 0 | N/A | N/A | | | | |
| 3 | 55 | 55 | N/A | N/A | | | | |
| 4 | 55 | 55 | | | | | | |
| 5 | 55 | 55 | | | | | | |
| 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.). |
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| ELA: | <ul style="list-style-type: none"> • Before school, the lowest third of student population attend a small group intervention period twice a week with an assigned instructional leader. Student data is used to keep track of progression and identification of weak academic skills. • After school, students in grades 3-5 are invited to an instructional program three days a week that targets test sophistication skills. Groups are facilitated by instructional leaders. Student data is used to target instruction. • Prior to the NYSELA exam, students are invited to participate in the Academic Success Saturday Program for three consecutive Saturdays. • Students who receive Special Education Teacher Support Services (SETSS) receive small group academic intervention by a specialized teacher. Students participate in a phonics based program, Wilson, where they practice decoding while building comprehension skills. • Once a week, students participate in a small group, guided reading or strategy group, within their classroom. Teachers use TC running records, state assessment, periodic assessments, and conference notes to organize and track progress in literacy. • Academic Instructional Specialists (AIS) push into classrooms at least once a week, increasing frequency of services one month prior to the state assessment to support literacy instruction in all grades. Providers meet as a team bi-monthly to discuss progress and analyze trends. Teachers are in constant communication with providers to ensure that students' needs are met. |
| Mathematics: | <ul style="list-style-type: none"> • Before school, the lowest third of student population attend a small group intervention period once a week with an assigned instructional leader. Student data is used to keep track of progression and identification of weak academic skills. • After school, students in grades 3-5 are invited to an instructional program three days a week that targets test sophistication skills. Groups are facilitated by instructional leaders. Student data is used to target instruction. • Prior to the NYS Math exam, students are invited to participate in the Academic Success Saturday Program for three consecutive Saturdays. • Students who receive Special Education Teacher Support Services (SETSS) receive small group academic intervention by a specialized teacher. Students work on basic operation skills and problem solving strategies. The SETSS teacher receives data from acuity and in house simulation state assessments. |

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| | <ul style="list-style-type: none"> • Academic Instructional Specialists (AIS) push into classrooms at least once a week, increasing frequency of services one month prior to the state assessment to support literacy instruction in all grades. Providers meet as a team bi-monthly to discuss progress and analyze trends. Teachers are in constant communication with providers to ensure that students' needs are met. • The third grade inquiry team meets weekly to discuss progress of the lowest third of the student population in third grade. Together, they assess place value content knowledge, set long term and short term goals, and design strategy group instruction based on the needs of the students. |
| Science: | <ul style="list-style-type: none"> • Our fourth grade students receive Science test preparation instruction to meet the objectives of the state Science test. They utilize the latest resources available in addition to in house science simulation data. • The school's Science cluster teacher communicates academic needs of the targeted group of students with classroom teachers. • Science clusters meet bi-monthly with the Science Coach to discuss trends and plan for differentiated tasks to support learning within the targeted group of students. • Teachers use the core curriculum (FOSS Program), assessments, and NYC's Scope and Sequence to individualize instruction in order to ensure the pacing and progress of students in the unit. |
| Social Studies: | <ul style="list-style-type: none"> • The ESL teachers push into classrooms to support Social Studies instruction. • Social Studies clusters meet bi-monthly with the Social Studies Coach to discuss trends and plan for differentiated tasks to support learning within the targeted group of students. • The school's Social Studies cluster teachers communicate academic needs of the targeted group of students with classroom teachers. • Teachers use the core curriculum, assessments, and NYC's Scope and Sequence to form small groups to ensure the pacing and progress of students in the unit. |
| At-risk Services Provided by the Guidance Counselor: | |
| At-risk Services Provided by the School Psychologist: | |
| At-risk Services Provided by the Social Worker: | |
| At-risk Health-related Services: | |

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

NCLB/SED requirement for all schools

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

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

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

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

Time change. It is now from 3.15 p.m. to 5.15 p.m.

- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) Grade 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

Section II. Title III, Part A LEP Program Narrative

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

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 eight side-by-side Dual Language classes, with two in Pre-Kindergarten, two in Kindergarten, two in First Grade, and two in Second 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 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 purchased '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, 2011 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.

Section III. Title III Budget

School: 9X109 BEDS Code: 32-09-0001-0109

| 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 | \$13,770 w/o fringe \$11,586 | 276 hours of per session for ESL to support ELL Students: 276 hours x \$49.89 (current teacher per session rate with fringe) = \$13,770 without fringe \$11,586 |
| Purchased services - High quality staff and curriculum development contracts. | \$2,000 | Consultant, Dr. Dr. Najera from Bank Street to do Spanish Dual Language professional development with teachers. 6 hrs @ \$166 per session. |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | \$22,649 | Dual language classroom leveled books for classrooms. |
| Educational Software (Object Code 199) | 0 | |
| Travel | 0 | |
| Other | 0 | |
| TOTAL | \$36,235 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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-Teacher 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.

Seventy three point six percent of the student population comes from Hispanic/Latino families and 32.2% 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. If needs arise, school will provide translation services in other languages in writing only via DOE translation services. 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. In addition, we have other staff members who speak five other languages if needs arise.

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. 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. 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 by using the resources provided by New York City.

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 they understand.
- Providing translation services via DOE translation Services for written materials if needs arise.
- 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 the Parent Coordinator and other school-based staff receive NYC Board 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 Basic | Title I ARRA | Total |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$938,826 | \$42,816 | \$981,642 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$9,388 | \$428 | \$9,816 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$46,941 | * | \$46,941 |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$93,883 | * | \$93,883 |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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.

School Parental Involvement Policy

Part I

Statement of Parent Involvement:

This parent statement reflects the shared work of the parents, the Office for Family Engagement and Advocacy (OFEA), the New York State Education Department, and the Office of the District Community Superintendent. The policy will guide parents in participating in the Title I mandates that require the increase in parent involvement.

The Sedgwick Elementary School (109) agrees to implement the following mandates:

- The school will put into operation activities, operations, and procedures for the involvement of parents of Title 1 eligible students based on the Elementary and Secondary Education Act. These actions will be developed in consultation with parents of Title 1 students.
- The school will make available opportunities for the involvement of parents with disabilities, parents with limited English proficiency (LEP), and parents of migratory children. These parents will be provided with information and school reports that are presented in alternate formats when requested, in a uniform and understandable manner, and in practical language that parent can understand.
- The parent of Title 1 students will work with the school in formulating decisions as to how these funded will be used to promote parent involvement.
- The school will be responsible in implementing the decisions made by the team.

Parent Involvement means the participation and involvement of parents in the educational process of their children. It also means that parents will work in unison with school administrators, with each communicating their needs and developing a common ground of understanding that will build a bridge between the school and parents. This will include and promote:

- Parents being involved in the education of their children
- Parents in partnership with the schools in making decisions that will enhance learning.
- Decisions that will promote parents understanding and development of self as students progress through the school system.

Part II Description of the Implementation of the Requirement of the School Parental Involvement Policy Components

- 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”. Student will be 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. 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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - **Needs Assessment Section IV pp 10-18**
 2. 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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - 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**

3. Instruction by highly qualified staff.

- **100% of staff is highly qualified**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- **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, and 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, Imagine Learning 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.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **As vacancies arise, every possible step is taken such as fairs and utilizing the Teach for America. Teaching Candidates must then interview in front of a committee before final consideration of staff is decided.**
6. 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.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - **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 to focus on the lower-achieving population**
 - **An Inquiry Team was established to focus on the higher-achieving population**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **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 an intervention 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. 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.
 - **Providing Reading Recovery to targeted first grade at-risk students**
 - **ESL and AIS providers that support targeted populations based on data**
 - **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**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - **The Cabinet coordinates all aspects of the school management and program, ensuring coherence and effective integration at PS 109**

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e., Federal, State, or Local) | Program Funds Are “Conceptually” ² Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts) | Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | \$788,614 | ✓ | |
| Title I, Part A (ARRA) | Federal | ✓ | | | \$42,388 | ✓ | |
| Title II, Part A | Federal | | | ✓ | | - | |
| Title III, Part A | Federal | ✓ | | | \$21,023 | | |
| Title III Immigrant | Federal | ✓ | | | \$15,397 | | |
| Title IV | Federal | | | ✓ | | ✓ | |
| IDEA | Federal | | | ✓ | | ✓ | |
| Tax Levy | Local | ✓ | | | \$4,025,241 | ✓ | |

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
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, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB/SED Status: _____ **SURR⁴ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

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: 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.)

6 students

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.**

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|-------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 109 Sedgwick | | | | | |
| District: | 9 | DBN: | 09X109 | School | | 320900010109 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 53 | 54 | 54 | | 91.8 | 92.7 | 92.0 |
| Kindergarten | 105 | 119 | 130 | | | | |
| Grade 1 | 122 | 129 | 133 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 131 | 121 | 124 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 108 | 116 | 112 | | 93.9 | 92.2 | 93.3 |
| Grade 4 | 109 | 102 | 119 | | | | |
| Grade 5 | 104 | 108 | 103 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 83.5 | 97.6 | 98.7 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 5 | 85 | 117 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 4 | 6 | Recent Immigrants - Total Number: | | | |
| Total | 732 | 753 | 781 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 37 | 38 | 16 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 36 | 48 | 61 | Principal Suspensions | 4 | 3 | 7 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 8 | 3 | 4 |
| Number all others | 61 | 61 | 70 | | | | |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 58 | 0 | TBD | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 19 | 40 | TBD | Early College HS Program Participants | 0 | 0 | 0 |

| Number of Staff - Includes all full-time staff: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only | 180 | 157 | TBD |
| # ELLs with IEPs | 2 | 35 | TBD |
| Number of Teachers | 53 | 50 | 51 |
| Number of Administrators and Other Professionals | 16 | 16 | 9 |
| Number of Educational Paraprofessionals | 3 | 4 | 12 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 96.0 |
| | | | | % more than 2 years teaching in this school | 67.9 | 64.0 | 84.3 |
| | | | | % more than 5 years teaching anywhere | 62.3 | 60.0 | 70.6 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 87.0 | 88.0 | 90.2 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | 89.7 | 97.4 | 90.7 |
| Black or African American | 22.5 | 22.6 | 24.7 | | | | |
| Hispanic or Latino | 73.8 | 72.2 | 73.8 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.1 | 0.3 | 0.4 | | | | |
| White | 1.2 | 1.6 | 1.2 | | | | |
| Male | 51.9 | 51.5 | 51.9 | | | | |
| Female | 48.1 | 48.5 | 48.1 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | A | Overall Evaluation: | | | | | NR |
| Overall Score: | 68 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 9.6 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 10.9 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 40.7 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 6.8 | | | | | | |

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|------------------------------------|
| Network Cluster type here | District 09 | School Number 109 | School Name Sedgwick School |
| Principal Amanda Blatter | | Assistant Principal Danielle Derrig | |
| Coach Mirqueya Peguero, Math | | Coach Rachel Adelstein, Literacy | |
| Teacher/Subject Area Nancy Vasquez / ESL | | Guidance Counselor Jacqueline Paulino | |
| Teacher/Subject Area Yvonne Yiu / ESL | | Parent Albertina Rivas | |
| Teacher/Subject Area Annabelle Paredes / ESL | | Parent Coordinator Milagros Rivera | |
| Related Service Provider Sophie Heaton, SETSS | | Other type here | |
| Network Leader Bob Cohen | | Other type here | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|-----------|--|-----------|
| Number of Certified ESL Teachers | 6 | Number of Certified Bilingual Teachers | 10 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 6 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 22 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 783 | Total Number of ELLs | 223 | ELLs as Share of Total Student Population (%) | 27.53% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

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

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

1. 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 team of Spanish bilingual ESL pedagogues (Danielle Derrig, Nancy Vasquez, and Annabelle Paredes) who are 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 pedagogues. Next, an informal oral interview in English and in the native language is conducted by the ESL pedagogues (Yvonne Yiu, Danielle Derrig, Annabelle Paredes and Nancy Vasquez) 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.

The NYSESLAT is administered to all current ELLs in the spring of each school year. The examination is administered and scored in-house, and provides data that enables us to inform instruction to better meet the language deficiencies of our students as well as form cooperative groups in accordance with the students' academic English levels. These levels (Beginning, Intermediate, Advanced, Proficient) identify the reading, listening, speaking and writing levels of each individual student. The NYSESLAT is used to measure our progress towards meeting the ELL subgroup's Adequate Yearly Progress. The administration of the NYSESLAT is a huge undertaking carefully monitored by the assistant principal, testing coordinator, and ESL teachers at P.S. 109. All ELLs who are eligible for the NYSESLAT as per the RLER are tested by a teacher at their grade level who is familiar with the administration of the exam. All teachers are coached in the administration and are guided through the testing manual. After the initial test administration date, make-up tests are conducted by the testing coordinator and ESL teachers. All exams are carefully collected and collated to ensure that no students are omitted or tested in error.

2. 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. If a staff member is not able to communicate in the native language of a parent that does not speak English then we make use of the Board of Education Translation Unit. 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.

3. P.S. 109 ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are distributed and returned by designating ESL teachers in Room M-22 to send copies of letters and documents from the NYC DOE 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. The ESL teachers (Vasquez, Yiu and Paredes) maintain a master list of ELL students and their English proficiency level. This list is used to ascertain that every parent of an ELL student receive the entitlement, non-entitlement and program selection forms. The teachers write the names of the students and keep copies of the letter in

Room M-22. Then the letters are distributed by the classroom teachers to be sent home. In order to ensure that parents return the Program Selection forms and Parent Surveys, we encourage students to remind their parents to sign and return the letters by offering incentives, when that fails we call the parent home with the assistance of the Parent Coordinator, Millie Rivera. Parents also are given the option of scheduling an appointment at a later time in case they need further explanation and assistance.

4. At the ELL Parent Orientation meetings, the school Principal, Assistant Principal, Parent Coordinator 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 (Ms. N Vasquez, Ms. A Paredes, Ms. Y Yiu) 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.

5. 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.

6. Further analysis of previous years Parent Surveys and Program Selection Forms 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 students that 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.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | 2 | 2 | 2 | 0 | 0 | 0 | | | | | | | | 6 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 1 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| Push-In | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | 18 |
| Total | 5 | 6 | 5 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|---|-----|--------------------------------------|----|
| All ELLs | 223 | Newcomers (ELLs receiving service 0-3 years) | 186 | Special Education | 14 |
| SIFE | 0 | ELLs receiving service 4-6 years | 37 | Long-Term (completed 6 years) | 0 |

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

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

| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
|---------------|-----|------|-------------------|-----|------|-------------------|-----|------|-------------------|-------|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| ESL | 122 | | 9 | 37 | | 5 | 0 | 0 | 0 | 159 |
| Total | 186 | 0 | 9 | 37 | 0 | 5 | 0 | 0 | 0 | 223 |

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

C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | 18 | 27 | 25 | 23 | 21 | 23 | | | | | | | | | | | | | 64 | 73 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 18 | 27 | 25 | 23 | 21 | 23 | 0 | 64 | 73 |

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

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| This Section for Dual Language Programs Only | |
|---|---|
| Number of Bilingual students (students fluent in both languages): <u>38</u> | Number of third language speakers: <u>2</u> |
| Ethnic breakdown of EPs (Number): | |
| African-American: <u>13</u> | Asian: <u>1</u> |
| Hispanic/Latino: <u>122</u> | Other: <u>1</u> |
| Native American: <u>0</u> | White (Non-Hispanic/Latino): <u>0</u> |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 14 | 20 | 24 | 41 | 29 | 21 | | | | | | | | 149 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | 8 | 1 | | | | | | | | | 9 |
| TOTAL | 14 | 20 | 24 | 50 | 30 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. The organizational model is Push-In / Co-teaching.

b. The program model is heterogenous classes.

2. The organization of classes at P.S. 109 ensures that the mandated number of instructional minutes is provided to students at the appropriate level. ELLs are placed together in specified ELL-classes so the ESL specialist can easily push-in to provide ESL support. Students who require 360 minutes of ESL are provided with ESL services outside of the classroom by ESL-licensed teachers. The three ESL push-in teachers are organized by grade, so each teacher is responsible for two grades. In terms of planning for scheduling prior to the beginning of the school year, school administration supplements the mandated ESL instructional minutes with content area cluster teachers who have bilingual teaching licenses in order to support the native language and English development. Furthermore, when planning for teaching staff, the administration considers teachers who have multiple licenses in order to better accommodate the needs of students in our school.

a. Explicit ESL, ELA, and NLA instructional minutes are delivered as follows:

ESL - In the ESL program, ESL instructional minutes are provided via the push-in model. Students are grouped according to their English proficiency level in order to ensure that the required minutes are provided for their level. In the ESL Program, native language support is provided in various ways. Students are paired with a buddy in class and have the opportunity to express themselves in their native language, particularly with writing. Resources are available in the classroom such as native language books, visuals, dictionaries, and computer technology with helps with translation. In the case where the classroom teacher or content area speaks the native language of the student (which is mostly Spanish in our school), the native language is used to support instruction to develop vocabulary and concepts. Dual Language - In the Dual Language program, which follows the side-by-side model, the English to Spanish language ratio is 60:40 in Kindergarten, and 50:50 in grades 1 and 2. Literacy is taught in the native language, and content areas are taught in the second language.

3. Content area instruction in English is delivered through content area non-fiction books. Teacher uses engagement with text read aloud strategies to build background knowledge. Content area vocabulary is scaffolded in order to increase comprehension, along with hands-on activities using all four language modalities and supporting visuals.

4. Instruction for different ELLs subgroups is differentiated as follows:

a. There are no SIFE students currently at P.S. 109. However, for SIFE students, the school would provide rigorous intervention resources and strategies that support their basic literacy skills. In order to facilitate transfer of language skills from the native language to English, SIFE students who are Spanish-speaking can be supported with literacy development in Spanish. SIFE students would require a pre-assessment in order to determine what they know, and instruction would be aligned with individual student needs. SIFE students would be pulled out of their classroom on a daily basis for basic literacy skills, ESL, and math. SIFE students would also receive additional support during 37 ½ Minutes extended day, After-School, and Saturday Academy.

b. For students who have been in the country for less than three years that are on testing grades and that NCLB requires ELA testing after one year in the country, our school has in place a rigorous plan to overcome the language barrier and vocabulary disadvantage of the students. We teach vocabulary explicitly on a daily basis. We begin by teaching tier 1 words that ELLs need for everyday speech,

followed by tier 2 and then 3. These students read English content area non-fiction books that are aligned to beginning through advance language acquisition levels. The use of native language materials is also used to enhance comprehension and to improve language acquisition of 2nd language as we work to improve their native language. In regards to content area subjects such as Math for students in grades 3-5, pull-out and small group instruction is presented in their native language along with ESL strategies to develop discipline specific academic words. Strategies such as shared reading, read aloud, partner reading, and use of technology support is used throughout the day to build fluency, comprehension, vocabulary development, pronunciation and confidence.

c. For ELLs who have received ESL services for 4 – 6 years, the focus is on developing test-taking strategies in order for students to gain writing proficiency. The goal is to prevent these students from becoming long-term ELLs. As a result, intense reading and writing preparation in the classroom as well as targeted small-group instruction in addition to AIS where needed are used. Targeted practice for the NYSESLAT through various activities that follow the same format are used to help students prepare for the NYSESLAT and become acclimated to the test format.

d. The plan in place in our school for Long Term Ells is focused on preparing our students to pass the NYSESLAT. These students are coached to answer question similar to those presented in the NYSESLAT because these students typically pass the ELA but fail to pass the NYSESLAT due to deficiency in writing. Strategies used for writing, and for Long Term ELLs in particular, include having students use pictures as writing prompts and create and sequence their own stories. Students have the opportunity to develop sentence completion activities, participate in interactive writing, construct the text, transfer information from word web, observing and practicing how to write an introductory main idea and add two or three sentences based on the ideas recorded on the word web. As a group, students will read the paragraph and add transition word to help the sentences flow from one to the next. Students will then edit, revise and proofread together. Rubric and on-going assessment will be used to measure student progress and to teach or re-teach a writing skill. These higher level writing skills are important to help students pass the essay writing portion of the NYSESLAT, since that is where our long term ELLs face difficulties.

e. For students with Special Needs, the plan in place is to align ESL support with the goals specified in the students' IEPs. LEP students with disabilities are provided with ESL by an ESL teacher who pushes-in to both self-contained special education and regular classes. While in the classroom, ESL teachers work with ESL strategies to help students not only in the content areas but with reading, writing, and math as well. ESL teachers are provided with copies of the children's IEPs in order to better familiarize themselves with individual children's needs and goals. ESL teachers also work closely with the special education teachers in order to identify, target, and improve the areas of need with individual students. Generally, students with Special Needs benefit from additional small-group or individualized instruction. That is combined with additional scaffolding and extensive practice and review to build proficiency. Based on the needs of the Special Needs students, they can be pulled-out or supported in the classroom, depending on the individual students' needs.

Students in self-contained special education classes also receive AIS for specific areas of need within the areas of literacy and math. Students with IEPs in regular classes receive SETSS and counseling as specified on their IEP. As with the ESL teachers, the SETSS teacher is familiar with the children's IEPs and maintains constant communication with the classroom teacher in order to align SETSS instruction with both classroom instruction and individual needs to the best advantage. Targeted special education students and students with IEPs also receive 37 ½ minutes small-group tutoring before school with either their classroom teacher, SETSS teacher, or an ESL provider. Furthermore, students are also selected to participate in After-School and Saturday Academy in order to help them prepare for state examinations in reading and math. The After-School and Saturday Academy combine small-group guided reading and math strategy small groups in addition to specific test prep and test-taking skills in a larger group setting.

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

| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

5. The targeted intervention programs for ELLs in ELA, math and other content areas

a. All subject areas, for all ELLs:

- Differentiated classroom instruction supplemented by push-in/pull-out ESL teachers
- Technological Support through various computer applications including ELLIS, Success Maker, Achieve 3000 and Imagine Learning

b. ELA/Math – for selected at-risk ELLs based on their ELA/Math scores from the previous years

- 37 ½ Minutes Extended Services before the school day
- Title I, Title III Extended Day After-School
- Saturday Academy

c. ELA – Students requiring AIS support

- Wilson Intervention, Foundations and Reading Recovery
- Supplementary Guided Reading Instruction

d. ELLs with Special Needs

- Pull-out services for Special Education students as per their IEP specifications
- At-risk Counseling
- At-risk SETSS

6. ELL students who reach English proficiency on the NYSESLAT are considered former ELLs. Their progress in ELA, Math, and other content areas is closely monitored to ensure their continued success in school. If the need arises for additional support in one of these academic areas, the child is provided with additional services as needed.

7. This school year, we are implementing an enrichment program in addition to our Title 1 and Title III after school program. ELLs and former ELLs that meet the criteria to participate in the enrichment program will be invited to participate as we have high-performing ELLs who achieve high 3s on the ELA test but remain ELLs due to the NYSESLAT.

8. No program /services for ELLs will be discontinued.

9. To ensure equal access, ELLs participate in all programs offered at P.S. 109. Every year, our school offers an Academic Success After-School Program, a Saturday Academy, as well as the new After-School Enrichment Program. P.S. 109 also partners with the Bronx Arts Ensemble to offer an arts-rich after-school program. All students are invited from grades K – 5, and they are accepted on a first-come, first-serve basis.

10. Instructional materials used to support ELLs include:

- Technology: ELLIS, SuccessMaker, Achieve 3000, Imagine Learning
- Reading Books: Rigby On Our Way to English Guided Reading library, Comprehension Power Readers Guided Reading library, Spanish-English bilingual libraries, Spanish-English bilingual chants/books on tape, High-Interest Low-Level content area books, Big Book Social Studies, Social Studies Core Curriculum trade books, Getting Ready for the NYSESLAT and Beyond

11. Native language support:

a. Dual Language – Both English and Spanish languages are supported in the Dual Language Program. Besides the Spanish and English segregated classrooms, students interact with each other for content area instruction as well as extra programs and activities throughout the

year after-school.

Spanish - The native language is used to teach emergent literacy. The Spanish language teacher speaks in Spanish and teaches in Spanish. All materials in the Spanish language teacher's room is in Spanish.

English – The English language is used to teach emergent literacy for the English proficient students in the Dual Language program. All materials used in the English language teacher's room are in English.

b. ESL - The native language is supported in all monolingual English classes through content area and classroom teachers who are bilingual Spanish speakers. Students support each other via a buddy system. They help with social English to help each other interact during the school day as well as academic English to support each other during lessons. All classrooms are provided with Spanish leveled libraries to support the native language and literacy. Students who are literate in Spanish and are newly arrived to the country are given the opportunity to submit their work in the native language. There is an additional 37 ½ Minutes group which helps students in Spanish for math and literacy.

12. At P.S. 109, required services and resources support and correspond to our ELLs' ages and grade levels.

13. P.S. 109 currently does not have activities for ELLs prior to the beginning of the school year in the months of July and August, as our new ELLs are usually newly arrived from their native country and come after registration at the beginning of the year or throughout the school year. If the situation arises where many new ELLs are pre-registered in June, P.S. 109 will consider implementing a program for ELLs prior to the following school year.

14. Language electives are not offered to our ELLs as they are not offered at the elementary school level.

C. Schools with Dual Language Programs

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

1. P.S. 109's Dual Language program has grown from Pre-K through 2nd grade. The ratio of the target language and native language used for instruction 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.

2. 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.

3. 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.

4. The side-by-side Dual Language model is used.

5. 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.

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

1. Public School 109 offers an extensive professional development plan to all staff members who work with English Language Learners. Our Literacy Coach, Math Coach, ESL teachers, TC Staff Developers, and Aussie consultants 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.

2. P.S. 109 provides support to staff members in assisting ELLs as they transition from elementary to middle school by inviting Middle School personnel to meet with our fifth grade staff and discuss what is expected from their students at their entrance to middle school. So, fifth grade classroom teacher can smooth their fifth grade students transition into middle school.

3. 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. Sonia Soltero 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 a Print Rich Classroom Environment

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.

E. Parental Involvement

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

Parental Involvement

1. P.S. 109 is fortunate to have active parents in the school community. Our school has an excellent Parent Coordinator, Milagros Rivera, 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, cake sales, candy sales, and other fundraising and school activities. 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.

2. P.S. 109 partners with other outside agencies or Community Based Organizations to provide workshops or services to ELL parents, including Professor Bread, and Learning Leaders. Both come into the school in the spring and fall to provide workshops to parents in our school community. In addition, workshops are held for parents by outside agencies regarding life insurance and medical insurance. Workshops have also been held by Dr. Najera, in order to help parents support their students with English and native language development.

3. We evaluate the needs of parents through needs-surveys. We ask parents in these surveys about specific interests and areas for improvement. We also ask parents what skills they have that they come in and share with other parents or children in the classroom. After each workshop or program, we ask parents for their thoughts, comments, and suggestions. Their feedback enable P.S. 109 to conduct workshops that are relevant and of interest to the ELL parents. 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 and to learn English.

4. Parents are invited to participate in ESL classes held after school, for which free childcare is 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 V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 19 | 9 | 3 | 1 | 0 | 3 | | | | | | | | 35 |
| Intermediate(I) | 19 | 10 | 35 | 8 | 3 | 7 | | | | | | | | 82 |
| Advanced (A) | 4 | 22 | 9 | 19 | 14 | 29 | | | | | | | | 97 |
| Total | 42 | 41 | 47 | 28 | 17 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 214 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | 1 | 0 | 0 | 0 | 0 | 2 | | | | | | | |
| | I | 8 | 3 | 0 | 1 | 0 | 1 | | | | | | | |
| | A | 16 | 19 | 18 | 5 | 9 | 28 | | | | | | | |
| | P | 22 | 29 | 32 | 26 | 13 | 14 | | | | | | | |
| READING/ WRITING | B | 19 | 9 | 3 | 1 | 0 | 2 | | | | | | | |
| | I | 18 | 10 | 35 | 8 | 3 | 8 | | | | | | | |
| | A | 4 | 17 | 9 | 19 | 14 | 23 | | | | | | | |
| | P | 6 | 15 | 3 | 4 | 5 | 12 | | | | | | | |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 9 | 18 | 1 | 0 | 28 |
| 4 | 5 | 13 | 8 | 0 | 26 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 5 | 4 | 23 | 11 | 1 | 39 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 2 | 0 | 14 | 1 | 12 | 0 | 1 | 0 | 30 |
| 4 | 1 | 0 | 15 | 0 | 9 | 0 | 2 | 0 | 27 |
| 5 | 2 | 5 | 14 | 0 | 18 | 0 | 5 | 0 | 44 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | 0 | 7 | 0 | 19 | 0 | 0 | 0 | 27 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 14 | 0 | 8 | 0 | 18 | 0 | 0 | 0 | 40 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |

New York State Regents Exam

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

Native Language Tests

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

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

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

Additional Information

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

The results of the TCRWP running records indicate that out of 37 students tested at the kindergarten level 92% scored below level one at pre-emergent stage at the Beginning of September 2009. At the end of June 2010, 81 percent of the students scored at level three and four and only 27 percent of the students scored at level one. The instructional focus on reading and writing helps students achieve goals in reading. As a result, the same type of trend can be seen across the grades, where the majority of students who start out the year at level one or two move by the end of the year to level 3 and 4. As a result, the instructional focus on reading is beneficial in raising the reading levels of our ELLs.

2.

2010 NYSESLAT

Analysis of Data

Patterns and Trends found in the data by Grade

Freestanding ESL Student Data

Kindergarten

The spring 2010 NYSESLAT data results reveal that out of 23 ESL students tested in Kindergarten, 4% scored at the beginning level, 26% scored at the Intermediate level, 22 % scored at the Advanced level, and 48% scored at the Proficient level in the listening and speaking modalities. Further analysis indicates that 35% of the kindergarten students tested scored at the Beginning level, 26 % scored at the Intermediate level, 13 % scored at the Advanced level, and 26% scored at the Proficient level in the reading and writing modalities.

Grade One

The analysis of the 2010 NYSESLAT data in grade one shows that most students scored at the Advanced and Proficient levels. Out of 29 opted-out students tested, 45% scored at the Advanced level and 55 % 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 3 % of tested students scored at the Beginning level, 7% of students scored at the Intermediate level, and 11% scored at the Advanced level while 8% became Proficient in the reading and writing modalities.

Grade Two

NYSESLAT results of 50 students tested in grade two indicate that students are highly proficient in the Listening and Speaking modalities. Of the 50 students tested, all students tested at the Advanced level or higher, as 36 % of students scored at the Advanced level and 64 % 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 students tested, 6% scored at the Beginning level, 70% of students scored at the Intermediate level, 18 % scored at the Advanced level and 6% 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 81 % scored at the Proficient level in the listening and speaking modalities, 16% at the Advanced level and 3% scored at the Intermediate level. There was a great gain in student scores in reading and writing modalities, where 13% of 22 students tested scored at the Proficient level, 59% scored at the Advanced level, and 25% at the Intermediate level. Only 3% 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 gain in language proficiency in the Listening and Speaking modalities. At the 4th grade level, no

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opted-out students scored at the Beginning and Intermediate levels respectively, while 41% scored at the Advanced level and 59% scored at the Proficient level. Data shows progress in the reading and writing modalities as well. Of 45 tested students, 63 % scored at the Advanced level of proficiency. None of this group of students scored at the Beginning level, and only 14% scored at the Intermediate level while 23 % percent of this targeted group became Proficient in the reading and writing modalities.

Grade Five

The data shows a gradual movement of students gaining proficiency in both language modalities by the fifth grade. As language acquisition is a long-term process, the more exposure to the language the more progress students show. Out of 45 students tested in the fifth grade, only 2% % scored at the Intermediate level, and 62 % scored at the Advanced level while 31 % became proficient in the listening and speaking modalities only 4.4 percent (new arrivals) scored at the beginning level of proficiency. In terms of reading and writing, 51 % of all students tested scored at the Advanced level, and 27 % scored at the Proficient, 18% scored at the intermediate level and 4o% scored at the beginning level in these language modalities.

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

Kindergarten

In the Dual Language program, 24 students were tested. In the Listening and Speaking modalities, 0 % scored at the Beginning level, 8 % scored at the Intermediate level, 46 % scored at the Advanced level, and 46 % scored at the Proficient level. In the Reading and Writing modalities, 46% of students tested in the Dual Language program scored at the Beginning level, 50 % scored at the Intermediate level, 4% scored at the Advanced level, and 0% scored at the Proficient level.

First Grade

In the Dual Language program, 22 students were tested. In the Listening and Speaking modalities, 0 % scored at the Beginning level, 14 % scored at the Intermediate level, 27% scored at the Advanced level, and 59 % scored at the Proficient level. In the Reading and Writing modalities, 27 % of students tested in the Dual Language program scored at the Beginning level, 14 % scored at the Intermediate level, 27% scored at the Advanced level, and 32% scored at the Proficient level.

By comparing the NYSESLAT results of both students in the ESL Freestanding and Dual Language programs, it appears that initially, students in Freestanding ESL outperform the students in the Dual Language Program in both listening and speaking, and reading and writing modalities. However, as students moved to first grade, Dual Language students outperformed ESL students in proficiency by 4%. Hopefully this positive trend will continue this year as second grade Dual Language students take the NYSESLAT for the first time, and in future years, as the Dual Language program continues to grow.

3. 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 and guided writing activities 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.)
- 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

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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 and math 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 Spanish DRA and TC Spanish running records (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.

The NYSESLAT modalities--reading/writing and listening/speaking affects instructional decisions as follows:

- 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

4. ESL Program

a. New York State ELA data for ESL students at P.S. 109 shows that the general trend is for students to gradually gain proficiency as they ascend from 3rd through 5th grade. The percentage of students scoring at level 1 decreases from 32% in grade 3 to 19% in grade 4 to 10% in grade 5. Furthermore, the percentage of students scoring at levels 2 or higher increases. Those scoring at level 2 in 3rd grade were 64%, in 4th grade 50%, and in grade 5 9%. The percentage of level 3 students increases from 4% in grade 3, 31% in grade 4, and 28% in grade 5. Historically, students generally improve their ELA score performance as they move up through grades 3, 4, and 5 due to an improvement in language proficiency due to increased exposure to the English language. Students in the Dual Language program have not yet taken any New York State examinations besides the NYSESLAT as the program is still currently being grown. Starting school year 2011 - 2012, there will be Dual Language students in the testing grades.

b. School Leadership and teachers will start using ELL periodic assessment to monitor the language proficiency and language acquisition of our ELL students, as well as acclimate them to the format of the NYSESLAT.

c. Periodic Assessments/Native Language exams will be implemented in order to generate more data about ELLs and their strengths and weaknesses in both English and the native language in order to guide instruction.

5. Dual Language Program

a. The Spanish DRA tool was used to assess English Proficient students (EPs) in the Spanish Language; however this year, the LAS Links Espanol will be used to assess EPs in the Spanish Language.

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b. The level of Proficiency for EPs in the Spanish Language is beginning level/intermediate since they are at initial stages of the language acquisition.

c. EP's have not taken any State and City Assessments. The data to answer this question is not available because our Dual Language Program is not yet offered in grade 3.

6. The success of our ELL programs is evaluated through data and assessment tools, both formal and informal. Data sources include ELA scores, NYS Math Scores, NYSESLAT scores, TCWRP running records in both Spanish and English, simulations, unit assessments, and language assessment toolkits such as LAS Links Espanol.

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 11/5/10 |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |

| | | | |
|--|-------|--|--|
| | Other | | |
| | Other | | |
| | Other | | |
| | Other | | |