



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE SEDGWICK SCHOOL, PS109

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09x109

**PRINCIPAL:** AMANDA BLATTER

**EMAIL:** ABLATTE2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Amanda Blatter	*Principal or Designee	
Janet Villa	*UFT Chapter Leader or Designee	
Claudia De Jesus	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Maria Carrion	CBO Representative, if applicable	
Colleen Hogan	Member/Teacher	
Evelyn Delgado	Member/Teacher	
Maritza Rodriguez	Member/Parent	
Annette Cabrera	Member/Parent	
Ella Green	Member/Parent	
Danna Lebron	Member/Parent	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

Implementation of a performance task in ELA & Math aligned to the Common Core.

By June 2012

- All students will have engaged in at least one literacy and one mathematics performance task embedded in a rigorous curriculum unit and aligned to the Common Core
- All curriculum units will have been reviewed and revised to include rigorous embedded tasks, aligned to the Common Core with instructional supports for all student learners.
- Improve Student Progress overall from 22.9 to 25.9 and Student Performance from 10.3 to 12.3

### Comprehensive needs assessment

As the standard for the State Tests increases, we will focus greater attention on academic rigor in planning for instruction. NYC is providing a set of instructional expectations for 2011-12 to allow teachers to engage in thinking about and using the new Common Core Learning Standards. We have made some progress towards this through our professional development whereby grade teams are working to align our units of study.

In the 2010-11 Progress Report our Student Progress overall was 22.9 (C grade), Student Performance 10.3 (B Grade), School Environment 9.0 (A Grade) and Closing the Achievement Gap 2.5, therefore our overall Score was 44.7 (B Grade). We have analyzed our NYSESLAT progress data and in one year to Spring 2011 the following gains were made, Grade K to 1 +19%, Grade 2 to 3 +61% and Grade 3 to 4 +21%. Additionally, we are a 'School in Good Standing'.

In 2011-12 we will be concentrating on implementing a performance task in both ELA & Math, aligned to the Common Core and consider the implications for our teaching. *ELA and Mathematics units of study will be revised to include:*

- *Multiple entry points for ELLs and Special Education students.*
- *Cognitively-demanding tasks aligned to the Common Core.*
- *Binder of annotated student written assessments as a reference point to compare future student work, at each grade level.*

## **Instructional strategies/activities**

- **In Fall 2011, PS109 will take the next step in building teacher understanding around Common Core with the 50 minute PD module; Deep Dive into the CCSS - Reading Standards for Informational Text**
- **Representatives from each grade team will be formed early in the Fall to begin the inquiry process and review the NYC Common Core-Aligned Tasks embedded in the grade specific units of study, for ELA & Mathematics.**
- **This inquiry process will be supported by ARIS Learn, District & Network personnel, AUSSIE Literacy Consultant, Teachers College Staff Developers, Coaches and PS109 administration.**
- **Teacher Representatives, Coaches, Consultants and PS 109 administration will make recommendations as to how the NYC Common Core-Aligned Tasks & units will be implemented.**
- **The Teacher Team will inform staff on the guidelines and implementation process, including the task-specific supports for ELLs and Students with Disabilities.**
- **The agreed Common Core-Aligned tasks will be given in 2011-2012 to all students Pre K-Grade 5 in ELA and Mathematics.**
- **Pre and post assessment data will be used to make instructional decisions.**
- **Student work will be assessed by classroom teachers using the Common Core–Aligned TC Rubrics and selected student work will be provided to allow Teacher Representatives begin the inquiry.**
- **ESL and SETSS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at PS 109.**
- **ESL, teachers, coaches and classroom teachers will plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.**
- **Technology will be used in all classrooms to support instruction (Smartboard, video clips, websites).**
- **The Teacher Representatives will review the student work to consider what additional instructional supports that will need to be embedded into the existing units of study, for both ELA and Mathematics.**
- **The Teacher Representatives will provide feedback to teachers on how the annotated student work will inform all future instructional programs, including the inclusion of rich assessment tasks.**
- **K-5 grade teams will revise unit plans regularly during collaborative meetings in alignment with the Common Core.**
- **Grade teams will continue to collaborate to align Pre K-5 curriculum with the Common Core, by developing and refining instructional units, to meet the learning needs of all PS109 students, through a careful selection from each strand and sub strand of the standards at each grade level.**
- **The emerging instructional expectations will allow PS109 to adjust what and how we teach in order to help all students succeed on cognitively demanding tasks and develop along the continuum toward college and career readiness.**

#### **Strategies to increase parental involvement**

- **Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PA meetings**
- **Parent Coordinator distributes information that is translated into Spanish.**
- **Parent /Teacher Conferences held regularly with Report Card and translation is available as required**
- **CCLS Parent Workshops**
- **Homework Support Workshops**
- **Library Study Hall on Tues, Wed, Thurs 3-4pm – open for families to work on homework with Spanish speaking Assistant Principal**
- **TC Parent Workshops on Literacy Support**
- **Quarterly Progress Reports with updated learning goals for each child**
- **Student of the Month Celebrations**
- **School wide Discipline Policy - PBIS**
- **Open Parent Room**
- **SLT Meetings**
- **Parent Open House providing specific information and answering questions to help parents provide support at home**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **100% highly qualified teachers**
- **Teachers are informed and wherever appropriate have a role to play in decision making**
- **Special Ed & ESL Certified teachers provide PD workshops**
- **Inquiry Team Key Person on each grade team take leadership role in the 2011-12 Inquiry (looking closely at focus-student informational writing)**
- **Teacher appreciation luncheons are offered before the holiday period to support staff morale**
- **Teachers have access to differentiated and whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.**

#### **Service and program coordination**

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

- **After School Academic Success program funded by Title I and Title III. The program will run from Jan 2012-May 2012, three times a week for 2 hours a day. Teachers will use strategies aligned to the ELA and Math NYC Common Core-Aligned Tasks & units to achieve this goal.**
- **To support our School Wide Discipline Policy a Dean of Student was hired with TL FSF funds.**

#### **Budget and resources alignment**

**Title I, Title III and Fair Student Funding will be used to support this work through the following:**

- **T.C. & AUSSIE Consultants (funded by Title I)**
- **Literacy and math coaches (funded by Title I)**
- **Per session for Inquiry (Race to the Top Funding)**
- **Per session for curriculum review and planning (funded by Title I)**
- **Per session for Academic success after school program (funded by Title I and Title III)**
- **Book Room materials and increase classroom libraries (funded by TL FSF, Title I and Title III)**
- **Provision of technology such as iPads, Kindles, SmartBoards, printers, computer software etc. and maintenance where necessary**

ANNUAL GOAL #2 AND ACTION PLAN

**Annual Goal #2**

**Using the Danielson Framework to develop effectiveness of our teaching**

**By June 2012 the principal and assistant principals will have:**

- Explored observation templates and feedback protocols in ARIS Learn.
- Developed an observation tool adapted from Danielson framework and embark on short, frequent cycles of classroom observations.
- Improved their capacity to provide evidence-based feedback to all teachers.
- Set up a program of professional supports for teachers to develop a thorough understanding of the CCLS and to understand what cognitively demanding tasks look like (ARIS Learn).
- Improve Student Progress overall from 22.9 to 25.9 and Student Performance from 10.3 to 12.3

**Comprehensive needs assessment**

**We have conducted an extensive professional development program over recent years to address some of our major learning needs as a staff – ensuring proficiency in using data to plan instruction, exploring the reading and writing workshop to ensure rigor as well as our focus on improving our mathematics instruction to meet the instructional needs of our students. In the 2010-11 NYSELA Test 36.7% students performed at level 3 & 4 and in the NYS Math Test 58% students performed at level 3 and 4. Our NYSESLAT progress data and in one year to Spring 2011 the following gains were made, Grade K to 1 +19%, Grade 2 to 3 +61% and Grade 3 to 4 +21%.**

**In the new school year we are planning to utilize the Charlotte Danielson Framework to further develop effectiveness of our teaching and specifically to plan for a more differentiated professional development strategy to provide for the specific needs of all our teachers.**

- There will be a set of individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the Danielson framework and continuum.
- Teachers will have developed instructional goals.

**Instructional strategies/activities**

- In September 2011 the Principal and assistant principals will examine the Charlotte Danielson Framework for Teaching and develop observation feedback protocols.
- In September 2011 administration will develop a schedule of short, frequent cycles of classroom observations across K-5 classes of 8-10 mini observations per teacher.
- Additional time will be scheduled to prepare and provide focused feedback to each and every teacher.
- In 2011-12 regular feedback will be provided for teachers based on the four domains of professional practice.
- The Cabinet will design program of professional development to deepen the alignment of curriculum and assessment to the Common Core that will be ongoing throughout 2011-12.

- **Coaches will model best instructional practices using the Danielson Framework early in the school year 2011 and as deemed necessary for individual teachers thereafter until June 2012.**
- **Coaches will use the framework as a guide to support teachers in building proficiency in specific domains of practices throughout the school year.**

#### Strategies to increase parental involvement

- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PA meetings
- Parent Coordinator distributes information that is translated into Spanish.
- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- CCLS Parent Workshops
- Homework Support Workshops
- Library Study Hall on Tues, Wed, Thurs 3-4pm – open for families to work on homework with Spanish speaking Assistant Principal
- TC Parent Workshops on Literacy Support
- Quarterly Progress Reports with updated learning goals for each child
- Student of the Month Celebrations
- Schoolwide Discipline Policy (PBIS)
- Open Parent Room
- SLT Meetings
- Parent Open House providing specific information and answering questions to help parents provide support at home

#### Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers
- Teachers are informed and wherever appropriate have a role to play in decision making
- Special Ed & ESL Certified teachers provide PD workshops
- Inquiry Team Key Person on each grade team take leadership role in the 2011-12 Inquiry (looking closely at focus-student informational writing)
- Teacher appreciation luncheon are offered before the holiday period to support staff morale
- Teachers have access to differentiated and whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

#### Service and program coordination

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

- After School Academic Success program funded by Title I and Title III. The program will run from Jan 2012-May 2012, three times a week for 2 hours a day. Teachers will use strategies aligned to the ELA and Math NYC Common Core-Aligned Tasks & units to achieve this goal.
- To support our School Wide Discipline Policy a Dean of Student was hired with TL FSF funds.

#### Budget and resources alignment

Title I, Title III and Fair Student Funding will be used to support this work through the following:

- T.C. & AUSSIE Consultants (funded by Title I)
- Literacy and math coaches (funded by Title I)
- Per session for Inquiry (Race to the Top Funding)
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- Book Room materials and increase classroom libraries (funded by TL FSF, Title I and Title III)
- Provision of technology such as iPads, Kindles, SmartBoards, printers, computer software etc. and maintenance where necessary (Reso A funding)

### ANNUAL GOAL #3 AND ACTION PLAN

#### Annual Goal #3

**Students will show progress in using evidence to support ideas in literacy.**

**By June 2012:**

- **All students will have undertaken rigorous embedded performance tasks, aligned to the CCLS starting in the Fall 2011.**
- **Students will have moved up at least one level in the 'use evidence' area of the rubric in the performance task.**
- **3% improvement in student achievement of proficiency levels 3 & 4 in NYSELA 2012 from 36.7% to 39.7%**

#### Comprehensive needs assessment

**As we examine our data we find that our students, including our subgroups, have a need to improve on their ability to find and explain evidence for their ideas, discussion points and arguments in literacy.**

**In the NYSELA 2010-11, 40% ELLs, 39.3% Lowest Third Citywide, 38.2% Self-Contained/CTT/SETSS and 40.4% Black and Hispanic males in Lowest Third Citywide fell within the 75<sup>th</sup> Growth Percentile or Higher. Our NYSESLAT progress data and in one year to Spring 2011 the following gains were made, Grade K to 1 +19%, Grade 2 to 3 +61% and Grade 3 to 4 +21%.**

**Grade teams will utilize an Inquiry approach using the TC informational writing continuum aligned to the CCLS that includes the 'demonstrates ability to provide reasoning behind argument(s)' category for this assessment. We will review the Fall student writing samples (as our baseline) to identify focus-students and develop instructional strategies to take them to the next level of achievement (as per the continuum).**

#### Instructional strategies/activities

- **Provide professional development for all teachers on using rich and cognitively demanding performance tasks for the purpose of examining student work throughout Fall 2011.**
- **Students will complete tasks that require them to read and analyze informational texts and write opinions and arguments in response early in Fall 2011.**
- **Coach, Consultant, TC staff developer, Assistant Principal and a grade teacher will work with each grade team to ensure the rich assessment tasks are aligned with the CCLS in Fall and Spring 2011-12.**
- **The Literacy Coach, Assistant Principals, AUSSIE Consultant, TC Staff Developers and Principal will make certain that relevant professional development support is given to teachers, particularly teachers new to teaching and teachers new to the grade throughout the school year 2011-12.**
- **Grade teams will use the TC informational writing continuum, aligned to the CCLS that includes the 'demonstrates ability to provide reasoning behind argument(s)' category for this assessment in Fall 2011 as a baseline, then again in Winter 2012 (midline) and Spring 2012 (Endline).**
- **Grade teams will review the Fall student writing samples to identify the 5 focus-students for our INQUIRY**
- **Inquiry Team Key Person on each grade and an ESL and AIS teacher will review the focus-student writing samples for steps to move students to the next level of achievement (based on the TC Informational Writing Continuum).**
- **Inquiry teams will utilize focus-student work samples with a focus of refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence in informational pieces for the midline and endline exercises..**

- Throughout 2011-12, ESL and SETSS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at PS 109 .
- ESL, coaches and classroom teachers will plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts throughout the year.
- Grade teams will review the finding of the Inquiry for 2011-12 in May/June and make recommendations for instructional adjustments in our units of study.

#### Strategies to increase parental involvement

- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PA meetings
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- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
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- Teachers are informed and wherever appropriate have a role to play in decision making
- Special Ed & ESL Certified teachers provide PD workshops
- Inquiry Team Key Person on each grade team take leadership role in the 2011-12 Inquiry (looking closely at focus-student informational writing)
- Teacher appreciation luncheons are offered before the holiday period to support staff morale
- Teachers have access to differentiated and whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

#### Service and program coordination

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

- After School Academic Success program funded by Title I and Title III. The program will run from Jan 2012-May 2012, three times a week for 2 hours a day. Teachers will use strategies aligned to the ELA and Math NYC Common Core-Aligned Tasks & units to achieve this goal.
- To support our School Wide Discipline Policy a Dean of Student was hired with TL FSF funds.

#### Budget and resources alignment

Title I, Title III and Fair Student Funding will be used to support this work through the following:

- T.C. & AUSSIE Consultants (funded by Title I)
- Literacy and math coaches (funded by Title I)

- **Per session for Inquiry (Race to the Top Funding)**
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- **Per session for Academic success after school program (funded by Title I and Title III)**
- **Book Room materials and increase classroom libraries (funded by TL FSF, Title I and Title III)**
- **Provision of technology such as iPads, Kindles, SmartBoards, printers, computer software etc. and maintenance where necessary (Reso A funding)**

ANNUAL GOAL #4 AND ACTION PLAN

**Annual Goal #4**

**Students will show progress in demonstrating an ability to provide reasoning behind arguments in mathematics.**

**By June 2012:**

- **All students will have undertaken rigorous embedded tasks, aligned to the Common Core starting in the Fall 2011.**
- **Students will have moved up at least one level in the ‘demonstrates ability to provide reasoning behind argument(s)’ area of the Performance Task rubric in Mathematics.**
- **3% improvement in student achievement of proficiency levels 3 & 4 in NYS Math 2012 from 58% to 61%**

**Comprehensive needs assessment**

**When we examine our mathematics data we see a need to improve student ability to find and explain evidence for their ideas, discussion points and arguments in mathematics.**

**In the NYS MATH 2010-11, 47.6% ELLs, 43.2% Lowest Third Citywide, 52.9% Self-Contained/CTT/SETSS and 33.3% Black and Hispanic males in Lowest Third Citywide fell within the 75<sup>th</sup> Growth Percentile or Higher. Our NYSESLAT progress data and in one year to Spring 2011 the following gains were made Grade K to 1 +19%, Grade 2 to 3 +61% and Grade 3 to 4 +21%.**

**In order to do this our professional development and our inquiry focus will be on reviewing ways real mathematicians use mathematics to represent and solve authentic problems in the world as well as support all our students, including the subgroups to perform at a higher level of cognitive demand by using the instructional supports for ELL and Special Education students.**

**Students will have moved up at least one level in the ‘demonstrates ability to provide reasoning behind argument(s)’ area of the Performance Task Mathematics rubric.**

**Instructional strategies/activities**

- **A member of the Teacher Team and the Cabinet will work with each grade team to ensure the rich assessment tasks selected are aligned with the CCMS beginning in Fall 2011 semester and continuing into Spring 2012.**
- **Grade teams will use the performance task rubrics that are aligned to the CCMS that includes the ‘demonstrates ability to provide reasoning behind argument(s)’ category for this assessment.**
- **The Mathematics Coach, Assistant Principals and Principal will make certain that relevant professional development support is given to teachers (ARIS Learn) beginning in September 2011 and continuing on an as-needs basis throughout 2011-12.**
- **Grade level teams will use the CCMS Aligned Tasks to prepare students to perform at a higher level of cognitive demand by using instructional supports in Fall 2011 and again in Spring 2012.**
- **Grade teams will meet regularly and utilize student work samples with a view to refine instruction by developing a set of well-crafted and specific strategies to support the achievement of rigorous tasks in mathematics.**
- **ESL and SETSS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at PS 109.**
- **Grade teams will review the Fall student mathematical work sample to identify the next steps for planning a rigorous instructional assessment again in the Spring.**
- **Grade teams will meet regularly to monitor student’s developing ability to think mathematically and to model and/or construct viable arguments and to plan instruction to deepen this practice throughout 2011-2012.**

#### **Strategies to increase parental involvement**

- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PA meetings
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- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- CCLS Parent Workshops
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#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- 100% highly qualified teachers
- Teachers are informed and wherever appropriate have a role to play in decision making
- Special Ed & ESL Certified teachers provide PD workshops
- Inquiry Team Key Person on each grade team take leadership role in the 2011-12 Inquiry (looking closely at focus-student informational writing)
- Teacher appreciation luncheons are offered before the holiday period to support staff morale
- Teachers have access to differentiated and whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

#### **Service and program coordination**

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

- After School Academic Success program funded by Title I and Title III. The program will run from Jan 2012-May 2012, three times a week for 2 hours a day. Teachers will use strategies aligned to the ELA and Math NYC Common Core-Aligned Tasks & units to achieve this goal.
- To support our School Wide Discipline Policy a Dean of Student was hired with TL FSF funds.

#### **Budget and resources alignment**

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**ANNUAL GOAL #5 AND ACTION PLAN**

**Annual Goal #5**

**Develop staff's ability to promote a safe and positive environment.**

**By June 2012:**

- **School-wide rules and procedures created and supported through Positive Behavior Intervention System (PBIS).**
- **System of positive incentives that is coherent and consistently used throughout the building.**
- **10% reduction in the number of incident reports**
- **Teacher's response for Safety & Respect section of the Survey will improve from 7.2 to 8.0**

**Comprehensive needs assessment**

**PS109 is situated in the South Bronx. As of October 2010 the poverty rate was 97.6% and a significant number of students are in temporary housing.**

**In terms of our School Environment our parent's response for the Safety & Respect section of the Survey was 9.2 while teacher's response to the same section was 7.2.**

**To improve our school environment we are planning to act to support our teacher's ability to promote a safe and positive school to maximize student engagement by implementing a positive incentive system, the appointment of a Dean and decrease the number of incident reports.**

**Therefore we anticipate a 10% reduction in the number of incident reports throughout 2011-2012.**

**Instructional strategies/activities**

- **An outline of behaviors that are compliant or outstanding will be developed.**
- **A system of positive incentives will be in place (Blatter Bucks and Class Coupons).**
- **A Dean will be appointed and provide professional development for teachers on PBIS and updated procedures**
- **Two Columbia University interns provided through our network assigned to PS 109 to address social and emotional needs of students.**
- **All staff will understand and use the agreed system of behaviors that are to be rewarded through the Positive Behavior Intervention Supports (PBIS).**
- **Schedule of school wide celebrations developed and implemented that acknowledges the variety of cultures at the school community.**
- **School Wide Discipline procedures protocol will be utilized to track referral and intervention data.**
- **Student of the Month will continue to promote positive behavior.**
- **Classrooms will streamline practices to support positive behavior, including the Peace Island and morning meeting.**
- **Monthly PBIS committee meetings composed of administrators, teachers and other school staff to plan and discuss discipline strategies**

#### Strategies to increase parental involvement

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#### Service and program coordination

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

- After School Academic Success program funded by Title I and Title III. The program will run from Jan 2012-May 2012, three times a week for 2 hours a day. Teachers will use strategies aligned to the ELA and Math NYC Common Core-Aligned Tasks & units to achieve this goal.
- To support our School Wide Discipline Policy a Dean of Student was hired.

#### Budget and resources alignment

Title I, Title III and Fair Student Funding will be used to support this work through the following:

- T.C. & AUSSIE Consultants (funded by Title I)
- Literacy and math coaches (funded by Title I)
- Per session for Inquiry (Race to the Top funding)
- Per session for curriculum review and planning (funded by Title I)
- Per session for Academic success after school program (funded by Title I and Title III)
- Book Room materials and classroom libraries (funded by TL FSF, Title I and Title III)
- Provision of technology such as iPads, Kindles, SmartBoards, printers, computer software etc. and maintenance where necessary

**(Reso A funding)**

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0		N/A	N/A				
<b>1</b>	16	0	N/A	N/A				
<b>2</b>	35	35	N/A	N/A				
<b>3</b>	45	45	N/A	N/A				
<b>4</b>	45	45						
<b>5</b>	45	55						
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),

3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	<b>AIS ELA program consists of guided reading and strategy groups with 6 students a time as a push-in</b>
<b>Mathematics</b>	<b>AIS Mathematics consists of strategy groups based on data, the groups consist of 6 students</b>
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	<b>School guidance counselor provides one to one counseling to at risk students.</b>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	<b>Two Columbia University intern Social Workers provided by our network see 40 at-risk students for counseling – referred by classroom teachers</b>
<b>At-risk Health-related Services</b>	

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Corinne Anselmi</b> <b>Bob Cohen</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>109</b>
School Name <b>P.S. 109 Sedgwick</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Amanda Blatter</b>	Assistant Principal <b>Danielle Derrig</b>
Coach <b>Mirqueya Peguero</b>	Coach <b>Rachel Adelstein</b>
ESL Teacher <b>Nancy Vasquez</b>	Guidance Counselor <b>Jacqueline Paulino</b>
Teacher/Subject Area <b>Yvonne Yiu / ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Milagros Rivera</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>7</b>	Number of certified bilingual teachers	<b>11</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>6</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>5</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>829</b>	Total Number of ELLs	<b>215</b>	ELLs as share of total student population (%)	<b>25.93%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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 ELL identification and 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 and Nancy Vasquez) who are highly experienced in the ELL identification process in order to correctly identify and support potential ELL students. Once the parent has completed the HLIS, their answers are reviewed and confirmed by ESL pedagogue. Next, an informal oral interview in English and in the native language is conducted by the ESL pedagogue (Yvonne Yiu, Danielle Derrig, 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. The school makes every effort to obtain the Parent Program Selection form as it is important that they make this decision for their child. We are successful in obtaining these forms. Parents mostly choose ESL, or Dual Language in the grades in which it is currently offered. However, if parents did not choose ESL or Dual Language, the program would automatically default to Transitional Bilingual Education pending there be 15 students requiring TBE in two contiguous grades, as per state mandates. 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 their language of preference. 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 and Yiu) maintain a master list of ELL students and their English proficiency level by grade and class. This list is regularly updated and 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 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. If parents do not choose any ELL program, the default program would be bilingual education, pending that there be 15 students in two contiguing grades that require bilingual education, as per state mandates.

4. The procedures used to place identified ELL students in the parent's preferred instructional program are as follows: 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 and 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 **This school serves the following grades (includes ELLs and EPs)** Dual Language program which accepts students until all available spots are filled. Accepted receive **6** **7** **8** **9** **10** **11** **12** in order to officially accept a spot in a Dual Language class.

Check all that apply

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. Analysis of Parent Surveys and Program Selection Forms from prior years 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●

#### **This school offers (check all that apply):**

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	209	Newcomers (ELLs receiving service 0-3 years)	165	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	44	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	79	0	0	0	0	0	0	0	0	79
ESL	86	0	15	44	0	7	0	0	0	130
<b>Total</b>	<b>165</b>	<b>0</b>	<b>15</b>	<b>44</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>209</b>

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

### C. Home Language Breakdown and ELL Programs

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

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	19	30	21	27	24	22	15	26											79	105
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	1		1																2	0
<b>TOTAL</b>	<b>20</b>	<b>30</b>	<b>22</b>	<b>27</b>	<b>24</b>	<b>22</b>	<b>15</b>	<b>26</b>	<b>0</b>	<b>81</b>	<b>105</b>									

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	10	16	21	41	20								122
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1			1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			2	1								4
<b>TOTAL</b>	<b>14</b>	<b>12</b>	<b>16</b>	<b>21</b>	<b>44</b>	<b>21</b>	<b>0</b>	<b>128</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

## A. Programming and Scheduling Information

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. Spanish-speaking ELLs are evaluated in their native language using TC running records and DRA in Spanish. Both these assessments are used in order to measure not only reading, but also concepts of print, sight words, and phonics for children in the lower grades.

5. 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

## A. Programming and Scheduling Information

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.

6. 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.

7. 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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	ESL provider. Furthermore, students are also selected to participate in After-School and Saturday Academy in order to help them prepare for state examinations.		
75%	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.		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

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

## B. Programming and Scheduling Information--Continued

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

8. 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

9. 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.

10. This school year, we may implement 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.

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

12. 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.

13. Instructional materials used to support ELLs include:

- Technology: ELLIS, SuccessMaker, Achieve 3000, Imagine Learning. All these programs enable students to practice reading and language at their own pace and level.
- 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. These materials help students with reading and writing and enable differentiation.
- Content Area - Math materials: Students in grades K - 5 use the Everyday Math program, which is available in both English and Spanish.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- Content Area - Math materials: Students in grades K - 5 use the Everyday Math program, which is available in both English and Spanish.
- Content Area - Social Studies materials: In social studies for the lower grades K, 1, and 2, the school uses the NYC social studies program

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

**C. Schools with Dual Language Programs**

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

1. P.S. 109's Dual Language program has grown from Pre-K through 3rd 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. Starting in 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.

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

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

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

**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, and the school's network organization.

## D. Professional Development and Support for School Staff

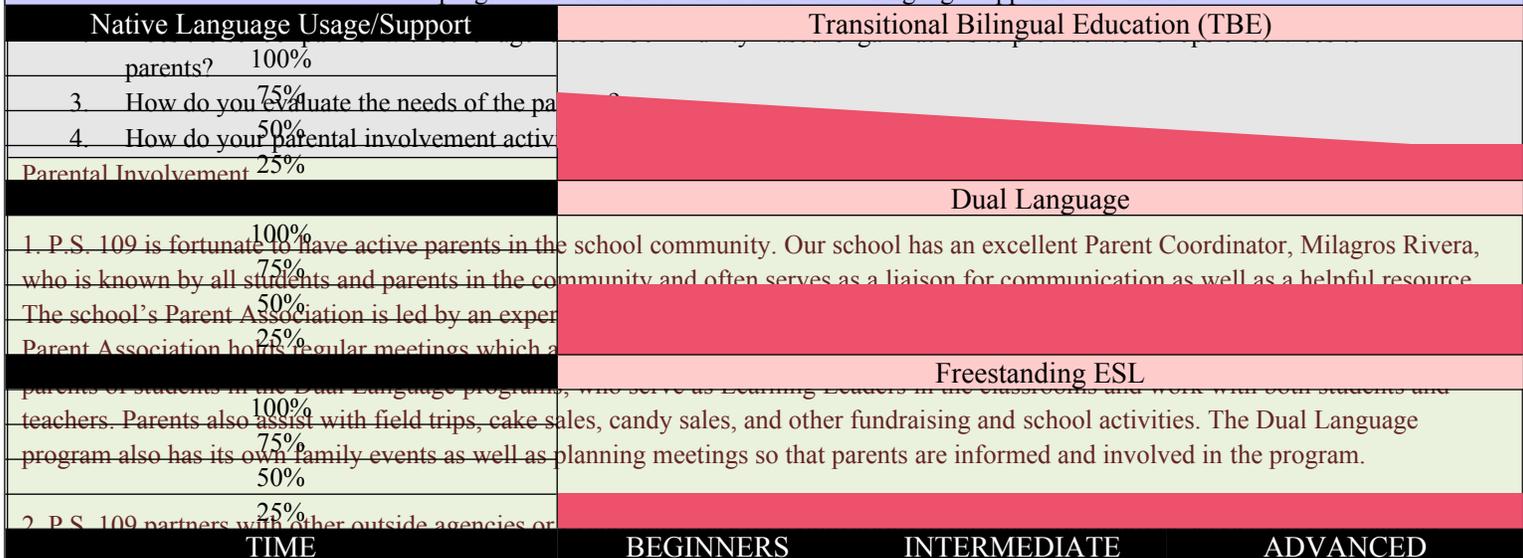
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  - Differentiated Instruction ELL Classrooms
  - Purpose of Formal and Informal Assessments
  - Data Driven Instruction
  - Standards Based ESL Lessons
  - Navigating the New York State English as a Second Language Achievement Test (NYSESLAT)
  - 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, and the school's network organization.

## Native Language Usage and Supports

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



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

Workshops have also been held by Dr. Najera, in order to help parents support their students with English and native language development.

## 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.

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## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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

9. 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.

10. This school year, we may implement 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.

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

12. 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.

13. Instructional materials used to support ELLs include:

- Technology: ELLIS, SuccessMaker, Achieve 3000, Imagine Learning. All these programs enable students to practice reading and language at their own pace and level.
- 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. These materials help students with reading and writing and enable differentiation.
- Content Area - Math materials: Students in grades K - 5 use the Everyday Math program, which is available in both English and Spanish.

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- Content Area - Math materials: Students in grades K - 5 use the Everyday Math program, which is available in both English and Spanish.
- Content Area - Social Studies materials: In social studies for the lower grades K, 1, and 2, the school uses the NYC social studies program

## Additional Information

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

Paste additional information here

## 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 3rd 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. Starting in 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:

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  - 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 EnvironmentP.S 109 will continue ongoing professional development during weekly common planning and teachers will be invited to attend training with Teachers College, 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?

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## 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)	16	5	12	1	2	1								37
Intermediate(I)	8	17	22	7	5	4								63
Advanced (A)	5	9	10	33	17	10								84
Total	29	31	44	41	24	15	0	0	0	0	0	0	0	184

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	0	2	0	1	0							
	I	9	0	3	0	2	1							
	A	9	8	12	10	10	10							
	P	8	30	30	36	16	12							
READING/ WRITING	B	15	5	12	1	2	1							
	I	8	17	22	7	5	4							
	A	5	8	10	33	16	7							
	P	3	8	3	5	6	11							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	30	8	0	45
4	5	17	5	0	27
5	5	12	5	0	22
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	3		23		18		1		45
4	1	2	14	1	10	1	1	0	30
5	2		13		5		2		22
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	3		8		15		2		28
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **09X109** School Name: **The Sedgwick School**

Cluster: **1** Network: **104**

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

**Part A: Needs Assessment Findings**

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

At the time of registration, when parents come into the school in order to complete the paperwork required, all parents fill out the Home Language Survey. The HLIS is available in multiple languages. Parents are given the HLIS in the language of their choice. At P.S. 109, most parents choose Spanish or English. Although parents may speak other languages at home, they prefer to receive information and fill out the paperwork in English. If they require paperwork and forms in another language, this would be noticed at the time of registration. If the language of choice is not already available, the school would utilize the services offered by the Translation and Interpretation unit. Furthermore, at the beginning of each school year and during Parent-Teacher Conferences, parents are given a School Survey asking them to choose their preferred language for the school dissemination of information. Parents are at that time are given the opportunity to voice their opinion and needs so that the school can comply and meet their needs.

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

After carefully analyzing the Home Language Surveys (HLIS) as well as the Home Language Aggregation Report of the parents of students at P.S. 109, we have found that 21 students out of 832, or 2.5%, come from families which speak a language other than English and Spanish. Students that speak English as the home language number 424, and students that speak Spanish as the home language number 387. Since the overwhelming majority of students (97.5%) speak English and/or Spanish, all information from the school is disseminated in both English and Spanish, as per parent needs and requests. For the 2.5% of students who come from families speaking a language other than English or Spanish, the actual number of parents number less than 21, since most families have two or three children at the school. At the time of registration, these parents indicated on the Home Language survey that although they speak another language at home, they prefer for information to be given to them in English. All HLIS originals are in the student cumulative files, and the copies are kept filed in room M22 with all other ELL-relevant paperwork. Since everything from the school is already disseminated in English and Spanish, the needs of these parents

are being met. Thus, we have concluded that parents are very satisfied with our procedures for the distribution of school related information in the language they understand. These findings are disseminated to parents at School Leadership Team meetings as well as Parent Association Meetings. They are also shared when teachers meet with parents either by appointment or at Parent Teacher Conferences. Going forward, these findings will also be shared through the P.S. 109 Family Handbook which is distributed to all parents.

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

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

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

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

Workshops and assemblies are also given in both Spanish and English. The Guidance Counselor, who is also a member of the SLT, provides oral interpretation during assemblies with the Principal, for instance. All School Leadership Team meetings' minutes are translated into Spanish and meetings are conducted in both languages to ensure full participation of all members. Should parents require translation in a language other than Spanish; the school will make every effort to meet those needs. There are staff members fluent or proficient in French, Italian, Chinese and Farsi.

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

- 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.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 109 Sedgwick	DBN: 09X109
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Bob Cohen
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✱3    ✱4    ✱5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The goal of the data-driven Title III after school program at P.S. 109 is to support our English Language Learners (ELLs) in attaining English proficiency and meeting New York State academic achievement standards. The after school program will provide supplementary ESL instruction and support in ELA and Math for approximately 45 students. The students will have certified English as a Second Language teachers providing instruction three days a week from 3:00 p.m. to 5:00 p.m. each Tuesdays, Wednesdays and Thursdays. The program will start January 10, 2012 and continue to the last week of the month of April, 2012.

The program will target third through fifth grade students at beginning and intermediate levels of English proficiency as identified by the LAB-R and NYSESLAT scores. Additional data such as TCWRP assessments, Math and ELA simulations and predictive tests as shown on ARIS and SAMS that identify areas of needs in reading, writing and math will be utilized in the selection process. Our academically rigorous after school program will give our ELLs the opportunity to acquire social and academic proficiency in the English language as they excel in all academic content areas. Teachers will provide ELLs with learning opportunities that address their multiple learning differences. Through progress monitoring and diagnostic assessments, differentiated instruction will be adjusted to meet the needs of our ELLs. Teachers will use Getting Ready for the NYSESLAT and Beyond books from Atanasio and Associates to provide reinforcement in English Language skills and assist ELLs with improving their English proficiency. In addition, after school teachers will use New York State ELA and Mathematics Progress Coach books to help prepare students for the ELA and Mathematics Exams.

The Title III after school ESL teachers who have been working closely with TC will use a whole language approach as the instructional model as well as research-based ESL methodologies and strategies to assist our ELLs meet New York State Exam requirements.

P.S. 109 will offer a Saturday Academy during winter recess. Similar in nature to the after school program, the Saturday Academy is an academically rigorous program designed to provide differentiated instruction to our ELLs in the content areas and to support their English language skills. The Saturday Academy will consist of three Saturdays on April 7, 14, and 21 from 9AM-12PM. There will be one ESL/Bilingual certified teacher on each grade, grades 3-5.

The Title III after school program at P.S. 109 is a powerful tool to improve ELLs learning, help them attain language proficiency and meet the New York State exam benchmarks.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Teachers at P.S. 109, including the Title III after school teachers, had the opportunity of participating in professional development that empower teachers of ELLs to use data-driven differentiated instruction and highly engaging lessons to increase academic achievement of the ELLs. Teachers will continue to participate in Imagine Learning, Achieve 3000 and the Framework of teaching professional development as well as P.D. opportunities provided by the CFN-6 liaison for ELLs, Jo Ann Benoit, who conducts workshops on differentiating instruction and developing academic vocabulary in the content areas. Teachers in the Dual Language program participated in a series of Estrellitas Brillantes Professional Development on Native Language Instruction and will participate on Dr. Najera's professional development on native language instruction as well. Furthermore, P.S. 109 continues its partnership with Teachers College throughout the school year with regular lab-sites, planning, classroom inter-visitations and workshops that include effective techniques that support the development of reading and writing of the ELL population.

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 Teachers College, the NYC Board of the Education (Q-TEL and NYSABE Conference), teachers will be invited to attend workshops and study groups provided by the Department of Education and our Local Network Facilitators (CFN-6). 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.

Ongoing professional Development Opportunities at P.S. 109 include the following:

- Training in Imagine Learning and Achieve 3000 (2 PD sessions provided by the consultant for each respective organization throughout the year. Dates TBD. ALL ELL teachers are involved in this professional development (17 teachers in total grades 3-5).
- Training in Smart Board usage to enhance the implementation of ESL strategies through a four part after school workshop by an experienced SmartBoard user. This will be open to all teachers, especially ELL teachers on January 30, February 6, February 13, February 20 from 3-4:30PM.
- School inter-visitations to observe and discuss effective strategies, methodologies, and program models (i.e. Dual Language). One inter-visitation occurred in October 2011. Another inter-visitation will occur in March 2012 for all DL teachers.
- Study groups discussing best practices and pedagogy to support ELLs for interested teachers.

### Part C: Professional Development

This occurs during the school day and is ongoing throughout the year. We have one ongoing group for Estrellita in the Spanish DL classrooms, meeting monthly during instructional time.

- ESL strategy and methodology PDs for teachers of ELL students. One PD will occur on January 11 for 7 ELL teachers from 9AM-11AM.
- Training on analyzing NYSESLAT score data to inform instruction and form targeted learning groups. This is ongoing and will be planned in March 2012 for 17 teachers during a three part session
- Training on the Workshop Model in grades 3-5 to develop targeted instruction for ELLs. This is ongoing with the Teacher's College Reading and Writing Project during 8 labsites on Wednesdays, throughout the year.
- Training through Teachers' College on Reading and Writing Workshops to develop literacy and language. Individual teachers will attend calendar days for ELLs on an ongoing basis throughout the year. Each of 17 teachers will attend. Dates vary.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Seventy six three of the student population at P.S. 109 comes from Hispanic families and 25.2% are English Language Learners. There is clearly a high need for written translation and oral interpretation of the Spanish language. 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.

### Part D: Parental Engagement Activities

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

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

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

Parents are invited to ESL classes held after school on Mondays and Fridays, and are taught by a member of the school staff. Fliers are disseminated in both Spanish and English. Topics covered are those that pertain to practical everyday matters and situations. The program started on October 29, 2011 until May 25, 2012 on Mondays and Fridays from 3-5, provided by a Bilingual certified teacher, Ms. Yanira Burgos. Babysitting is provided.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		