



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 109 THE SEDGWICK SCHOOL

DBN (i.e. 01M001): 09X109

Principal: JOSETTE CLAUDIO

Principal Email: JCLAUDI@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: BENJAMIN SOCCODATO

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|-------------------|--|-----------|
| Josette Claudio | *Principal or Designee | |
| Larry May | *UFT Chapter Leader or Designee | |
| Ramonita Santiago | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Lindsey Smith | Member/ Teacher | |
| Christina Aquilon | Member/ Teacher | |
| Marina Arcara | Member/ Teacher | |
| Dana Lebron | Member/ Parent | |
| Annette Cabrera | Member/ Parent | |
| Ella Green | Member/ Parent | |
| Janet Diaz | Member/ Parent | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 75% of 4th and 5th grade students within the lowest third that include both ELLs and students with IEPs, will make one benchmark level progress in their ability to produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience as measured by the Literacy Common Core aligned performance task rubrics. (CCLSW.4)

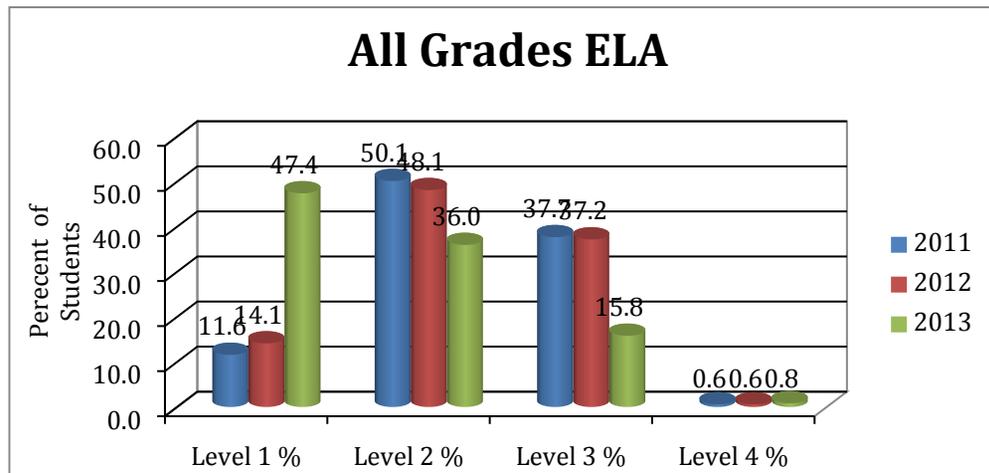
Comprehensive Needs Assessment

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

Writing is an area in which we are focusing specifically over this academic year. Based on baseline assessments and ongoing classroom formative assessment, we have seen the need to increase our attention on this area of instruction. In accordance with the 6 ELA shifts, teaching instruction needs to help students write from sources, using evidence to inform rather than personal opinion. We have made some progress towards this through our professional development whereby grade teams are working in inquiry teams, looking at student work and assessment tasks.

As we examine our data we find that our students, including our subgroups, have a need to improve on their ability to write coherently using evidence from texts. Instruction will focus on working to increase this throughout the year. We also observed that some students had difficulty creating a clear argument and providing relevant details to support a thesis. We have increased opportunities to engage in conversations that promote going deeper into the text. Our units on literary essays, literary responses as well as our work with literary conversations have been updated keeping this goal in mind. Students' *on demand* writing pieces help teachers decide on specific teaching points at the beginning of these units to enhance student learning.

In line with our Instructional Focus of Productive Struggle, we will be working strongly this year in designing instruction that is challenging, whilst providing students with instructional supports. This is a real challenge when looking at our data from the 2013 ELA State test in which 47.4% of our students achieved a level 1 and 36% a level 2.



Instructional Strategies/Activities

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

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

Grade teams will utilize an Inquiry approach using the TC CCLS aligned Performance Task Rubric to measure growth over the year. We will review the Fall and Spring pre and post writing samples to identify strategies to develop in order to move students to the next level.

Strategies / activities that encompass the needs of identified student subgroups:

1. As specified in the Citywide Instructional Expectations, teacher teams will review student work for evidence of individual student growth
2. Teacher teams will also assess gaps in learning and will identify strategies to help narrow these for students
3. Teacher teams will collaboratively plan instruction based on student data: performance tasks and conference notes
4. Teacher teams will collaboratively review conference notes to assess and modify student feedback to ensure that it is specific and aligned to the rubric
5. Adjustments will be evidence-based and will acknowledge best practices to plan for daily small groups
6. Questions and tasks will require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas will be expressed through both written and spoken responses
7. Questions and tasks will repeatedly return students to the text to build understanding
8. Close reading will be implemented in all classes that will allow specific skills to develop in regards to student needs
9. 1:1 conferences will be conducted on a regular basis to ensure students are working towards individual goals
10. Sample student work will be submitted to the instructional team in order to evaluate student growth in writing standard 4
11. The literacy consultant will meet with teacher teams to provide support in 6-8 week cycles for individual teachers to implement the Performance Task Assessments and the Teachers College Reading and Writing Project units of study
12. TCRWP consultants will meet with teacher teams to analyze the Performance Task Assessment data and help develop effective small group instruction based on skills
13. The school will implement a master schedule that will maximize blocks of uninterrupted instructional time to allow most effective reading instruction
14. Ongoing and differentiated PD will be conducted to help teachers use discussion techniques to help students develop habits for making evidentiary arguments both in conversation and writing.
15. Grade level common planning meetings will be used to ensure rigorous and coherent curriculum based on the Common Core Learning Standards
16. Instructional leaders and teacher leaders will conduct professional development workshops with an emphasis on developing teacher practice to enhance students' writing skills.

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

1. Instructional leaders, teacher leaders, Generation Ready consultant, and TCRWP consultants will facilitate informed discussions on the implications of the instructional shifts in ELA within and across the grades
2. Instructional leaders, teacher leaders, Generation Ready consultant, and TCRWP consultants will facilitate Common Planning with specific focus on planning instruction, assessment of student work and revising curriculum.
3. Opportunities for intervisitation will be provided in order for teachers to analyze key elements of classroom practice resulting in shared improvements and the mastery of goals for groups of students.
4. AIS Providers will service 4th & 5th grade students in the lowest third schoolwide during extended day
5. All out of classroom teachers (ESL, SETTS, AIS) will meet with the instructional leaders/literacy consultant to review the skills students will need to achieve proficiency levels in the performance tasks. They will collect student data and align their instruction to meet individual student needs in reading, writing and speaking to provide our subgroups with additional opportunities to improve in the standard of CCLS W.4
6. Instructional leaders, teacher leaders, TCRWP consultants and Generation Ready consultant will meet with teacher teams and individual teachers to set protocols for analyzing student work and make adjustments to the curriculum

7. The Teachers College Reading and Writing Project CCLS Aligned Performance Task will be used as a form of data
8. The Teachers College Reading and Writing Project units of study will be used to drive the creation of curriculum maps aligned to the ELA CCLS
9. Technology will be used in all classrooms to support instruction (Smartboard, video clips, websites)
10. ARIS Learn will be utilized to access resources in differentiation and the Common Core.
11. Special education liaison from the Network will provide professional development on individualized instruction
12. Steps will be taken to include teachers in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
13. The Teachers College Reading and Writing Project CCLS Aligned Performance Task will be used as a form of data
14. Technology will be used in all classrooms to support instruction (Smartboard, video clips, websites)
15. ARIS Learn will be utilized to access resources in differentiation and the Common Core.
16. Special education liaison from the Network will provide professional development on individualized instruction
17. Steps will be taken to include teachers in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

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

| Strategy/Activity | Target to evaluate progress, effectiveness and impact |
|---|---|
| As specified in the Citywide Instructional Expectations, teacher teams will review student work for evidence of individual student growth | End of unit writing pieces, Student observations, Performance tasks, Formal and informal observations |
| Teacher teams will also assess gaps in learning and will identify strategies to help narrow these for students Teacher teams will collaboratively plan instruction based on student data: performance tasks and conference notes Teacher teams will collaboratively review conference notes to assess and modify student feedback to ensure that it is specific and aligned to the rubric | End of unit writing pieces, Student observations, Performance tasks, Formal and informal observations |
| Adjustments will be evidence-based and will acknowledge best practices to plan for daily small groups | End of unit writing pieces, Student observations, Performance tasks, Formal and informal observations |
| Questions and tasks will require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas will be expressed through both written and spoken responses Questions and tasks will repeatedly return students to the text to build understanding | End of unit writing pieces, Performance tasks, MOSL assessments, NYS ELA, formal and informal observations |
| Close reading will be implemented in all classes that will allow specific skills to develop in regards to student needs | Performance tasks, teacher feedback, formal and informal observations |
| 1:1 conferences will be conducted on a regular basis to ensure students are working towards individual goals | Sample student work will be submitted to the instructional team in order to evaluate student growth in writing standard 4 |
| Ongoing and differentiated PD will be conducted to help teachers use discussion techniques to help students develop habits for making | Formal and informal observations |

evidentiary arguments both in conversation and writing.

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

1. Weekly Common Planning meetings will be used to discuss the CCLS and analyze student work to adjust instruction throughout the entire school year. At these meetings, student work will be analyzed following a model taught through Inquiry Group sessions
2. NYS ELA test data is discussed and analyzed in October and January faculty conferences, monthly School Leadership Team meetings
3. The 4th & 5th grade teams will administer a Literacy Task Assessment in the Fall 2013 and another in Spring 2014 with specific focus on CCLSW.4 rubric. They will meet during common planning and after school to analyze results and plan for instructional next steps
4. The Academic Success after school program will begin in January, 3 days a week for 2 hours to provide added support for the students in the lowest third and middle third

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

Service and program coordination

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

1. T.C. & Generation Ready Consultants (funded by Title I)
2. Literacy and math coaches (funded by Title I)
3. Per session for Inquiry (Race to the Top Funding)
4. Per session for curriculum review and planning (funded by Title I)
5. Per session for Academic success after school program (funded by Title I and Title III)
6. Book Room materials and increase classroom libraries (funded by TL FSF, Title I and Title III)
7. Provision of technology such as iPads, Kindles, SmartBoards, printers, computer software etc. and maintenance where necessary (Reso A funding)

Strategies to Increase Parental Involvement

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

- Monthly Parent Meetings and regular workshops where parents are invited to learn about the implementation of the Common Core this year and outline the implications for subsequent state assessments.
- Monthly Newsletters to inform parents of the units of study
- Open House: "Watch Your Child at Work Day"
- Parent Teacher Conferences
- Family Reading Night in the Spring of 2014
- Parent Staff book Club

Budget and Resource Alignment

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

| Tax Levy | x | Title IA | Title IIA | X | Title III | Set Aside | x | Grants |
|----------|---|----------|-----------|---|-----------|-----------|---|--------|
|----------|---|----------|-----------|---|-----------|-----------|---|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 60% of Kindergarten through 3rd graders will make one benchmark level progress in their reading ability as measured by the Literacy

Common Core aligned performance tasks.

Comprehensive Needs Assessment

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

The Common Core Standards emphasis on the reading of complex texts and the subsequent testing of reading ability in the 2013 State Tests has seen an abrupt drop in our students reading scores. Results in the tests were:

- 3rd grade – 51% in level 1
- 4th grade – 50.5% in level 1
- 5th grade – 40.5% in level 1
- overall – 47.5% in level 1; 36% level 2; 15.8% level 3 and 0.8% level 4.

School Summary - All Students

P.S. 109 The Sedgwick School

Principal Josette Claudio

| DBN | School Name | Grade | Year | Number Tested | Mean Scale Score | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 3+4 | |
|--------|-------------|------------|------|---------------|------------------|---------|------|---------|------|---------|------|---------|-----|-----------|------|
| | | | | | | # | % | # | % | # | % | # | % | # | % |
| 09X109 | SEDGWICK | 3 | 2010 | 111 | 660 | 19 | 17.1 | 48 | 43.2 | 38 | 34.2 | 6 | 5.4 | 44 | 39.6 |
| 09X109 | SEDGWICK | 3 | 2011 | 115 | 656 | 18 | 15.7 | 63 | 54.8 | 34 | 29.6 | 0 | 0.0 | 34 | 29.6 |
| 09X109 | SEDGWICK | 3 | 2012 | 113 | 655 | 25 | 22.1 | 53 | 46.9 | 33 | 29.2 | 2 | 1.8 | 35 | 31.0 |
| 09X109 | P.S. 109 | 3 | 2013 | 139 | 288 | 71 | 51.1 | 40 | 28.8 | 28 | 20.1 | 0 | 0.0 | 28 | 20.1 |
| 09X109 | SEDGWICK | 4 | 2010 | 97 | 665 | 4 | 4.1 | 56 | 57.7 | 33 | 34.0 | 4 | 4.1 | 37 | 38.1 |
| 09X109 | SEDGWICK | 4 | 2011 | 119 | 668 | 8 | 6.7 | 58 | 48.7 | 52 | 43.7 | 1 | 0.8 | 53 | 44.5 |
| 09X109 | SEDGWICK | 4 | 2012 | 113 | 663 | 15 | 13.3 | 57 | 50.4 | 41 | 36.3 | 0 | 0.0 | 41 | 36.3 |
| 09X109 | P.S. 109 | 4 | 2013 | 107 | 280 | 54 | 50.5 | 44 | 41.1 | 9 | 8.4 | 0 | 0.0 | 9 | 8.4 |
| 09X109 | SEDGWICK | 5 | 2010 | 94 | 671 | 7 | 7.4 | 49 | 52.1 | 29 | 30.9 | 9 | 9.6 | 38 | 40.4 |
| 09X109 | SEDGWICK | 5 | 2011 | 103 | 662 | 13 | 12.6 | 48 | 46.6 | 41 | 39.8 | 1 | 1.0 | 42 | 40.8 |
| 09X109 | SEDGWICK | 5 | 2012 | 121 | 666 | 9 | 7.4 | 57 | 47.1 | 55 | 45.5 | 0 | 0.0 | 55 | 45.5 |
| 09X109 | P.S. 109 | 5 | 2013 | 121 | 294 | 49 | 40.5 | 48 | 39.7 | 21 | 17.4 | 3 | 2.5 | 24 | 19.8 |
| 09X109 | SEDGWICK | All Grades | 2010 | 302 | | 30 | 9.9 | 153 | 50.7 | 100 | 33.1 | 19 | 6.3 | 119 | 39.4 |
| 09X109 | SEDGWICK | All Grades | 2011 | 337 | 662 | 39 | 11.6 | 169 | 50.1 | 127 | 37.7 | 2 | 0.6 | 129 | 38.3 |
| 09X109 | SEDGWICK | All Grades | 2012 | 347 | 661 | 49 | 14.1 | 167 | 48.1 | 129 | 37.2 | 2 | 0.6 | 131 | 37.8 |
| 09X109 | P.S. 109 | All Grades | 2013 | 367 | 287 | 174 | 47.4 | 132 | 36.0 | 58 | 15.8 | 3 | 0.8 | 61 | 16.6 |

Teachers conducted reading assessments in September and again in November and were able to record growth in their students' reading levels. This can be in part due to the rapid improvement after the slump over the summer break so it is essential that this continue throughout the year. Effective teaching practice moves students. In order to see growth, we will be focusing on the first 3 reading standards requiring students to develop close reading strategies where students read to determine what text is saying and to make inferences from it. The students from kindergarten will be asked to use evidence from text to support their reading, aligning closely to our writing goal. This also displays our determination to practice the ELA shift of text-based answers. Students will be asked to connect to text whilst reading to develop their skill at understanding text at a deeper level.

Instructional Strategies/Activities

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

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

1. Teacher teams will use school-based data alongside the standards to set learning goals for students' learning and results used to adjust curriculum and

instruction. Small group inclusion will be a focus in these meetings

2. Teachers will collaboratively develop grade-wide assessments aligned to the standards and meet to discuss the meeting of these standards
3. Guided reading will be implemented in all classes that will allow specific skills to develop in regards to student needs
4. Differentiated tasks throughout the units of study will allow students different entry points to succeed in meeting the CCLS
5. TCRWP curriculum will be modified in teacher teams to ensure rigor and challenge in accordance to our determination to work on **productive struggle** of students through the Instructional Focus
6. The school will implement a master schedule that will maximize blocks of uninterrupted instructional time to allow most effective reading instruction
7. The use of resources in regards the reading program will be checked and will be supported to the greatest effect under the constraints of the budget
8. 1:1 conferences will be conducted on a regular basis to ensure students are working towards individual goals

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

1. Instructional leaders, teacher leaders, Generation Ready consultant, and TCRWP consultants will facilitate informed discussions on the implications of the instructional shifts in ELA/literacy within and across the grades
2. Instructional leaders will review scope and sequence to ensure a 50% emphasis on teaching reading of informational texts and 50% of literary texts
3. Opportunities for intervisitation will be provided in order for teachers to analyze key elements of classroom practice resulting in shared improvements and the mastery of goals for groups of students.
4. Instructional leaders and teacher leaders will conduct PD that supports teachers in the implementation of a school-wide guided reading program
5. The Generation Ready consultant will meet with teacher teams and individual teachers to facilitate protocols to analyze student work and make adjustments to the curriculum
6. Instructional leaders and teacher leaders will meet with teacher teams and provide support cycles for individual teachers to implement the Performance Task Assessments and the Teachers College Reading and Writing Project units of study
7. A Teachers College staff developer will meet with teacher teams to analyze the Performance Task Assessment data and help develop effective small group instruction based on data
8. The Teachers College Reading and Writing Project Performance Task will be used as a form of data
9. The Teachers College Reading and Writing Project units of study will be used to drive the creation of curriculum maps
10. Ongoing and differentiated PD will be conducted to help teachers use discussion techniques to help students develop habits for making evidentiary arguments both in conversation and writing
11. The ELA Performance Task Pre-assessment will be analyzed to refine curriculum maps based on the most current data
12. Grade level common planning meetings will be conducted to ensure rigorous and coherent curriculum based on the Common Core Learning Standards

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

| Strategy/Activity | Target to evaluate progress, effectiveness and impact |
|--|--|
| Teacher teams will use school-based data alongside the standards to set learning goals for students' learning and results used to adjust curriculum and instruction. Small group inclusion will be a focus in these meetings | Running Records, Student observations, Performance tasks, Formal and informal observations |
| Teachers will collaboratively develop grade-wide assessments aligned to the standards and meet to discuss the meeting of these standards | Running Records, Student observations |
| Guided reading will be implemented in all classes that will allow specific skills to develop in regards to student needs | Running Records, Student observations, Performance tasks, Formal and informal observations |
| Differentiated tasks throughout the units of study will allow students different entry points to succeed in meeting the CCLS | Running Records, Performance tasks, MOSL assessments, NYS ELA for Grade 3 only, formal and informal observations |

| | |
|--|--|
| TCRWP curriculum will be modified in teacher teams to ensure rigor and challenge in accordance to our determination to work on productive struggle of students through the Instructional Focus | Performance tasks, teacher feedback, formal and informal observations |
| 1:1 conferences will be conducted on a regular basis to ensure students are working towards individual goals | Running Records, Student observations, Performance tasks, Formal and informal observations |
| Opportunities for intervisitation will be provided in order for teachers to analyze key elements of classroom practice resulting in shared improvements and the mastery of goals for groups of students. | Formal and informal observations |

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

1. The instructional shifts and Common Core Learning Standards will be discussed and analyzed during the Professional Learning Days in September
2. Common Planning meetings will be used to discuss the CCLS and analyze student work to adjust instruction throughout the entire school year
3. Regular reading assessment will occur throughout the school year and adjustments made to small groups
4. NYS ELA test data is discussed and analyzed in October and January faculty conferences, monthly School Leadership Team meetings, and Children at Work Days
5. K-3 grade teams will administer the CCLS Aligned Literacy Performance Tasks Pre-Assessments in Fall 2013 and Spring 2014. They will analyze results during common planning and after school to plan for next steps
6. The K-3 grade teams will administer the CCLS Aligned Literacy Task Post-Assessment in Fall 2013 and Spring 2014. They will meet during common planning and after school to analyze results and measure progress

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

Service and program coordination

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

1. T.C. & Generation Ready Consultants (funded by Title I)
2. Literacy and math coaches (funded by Title I)
3. Per session for Inquiry (Race to the Top Funding)
4. Per session for curriculum review and planning (funded by Title I)
5. Per session for Academic success after school program (funded by Title I and Title III)
6. Book Room materials and increase classroom libraries (funded by TL FSF, Title I and Title III)
7. Provision of technology such as iPads, Kindles, SmartBoards, printers, computer software etc. and maintenance where necessary (Reso A funding)

Strategies to Increase Parental Involvement

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

- Parent workshops around the ELA curriculum and how to help children with homework
- Monthly Newsletters to inform parents of the units of study
- Open House: "Watch Your Child at Work Day"
- Parent Teacher Conferences in November 2013 and March 2014
- Family Reading Night in the spring 2014

Parent staff book club

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 70% of students in grades four and five within the lowest third will make progress in the Operations and Algebraic Thinking strand on the Acuity Benchmark Assessments and/or the Common Core aligned Math Performance Task Assessments.

Comprehensive Needs Assessment

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

Developing math concepts from the concrete, pictorial and lastly the conceptual is an area we are focusing specifically over this academic year. Based on Engage NY module baseline assessments, ongoing classroom formative assessments and informal observations, we have confirmed the need to increase our attention in this area of instruction. In accordance with the 6 Math shifts, our instruction needs to help students build fluency, develop a deep understanding of mathematical concepts from a number of perspectives and allow students to think critically to choose the appropriate concept of application even when not prompted to. In alignment with our writing goal, our math instruction needs to allow for students to write and speak about their understanding as well. We are making progress towards this through our professional development whereby grade teams through an inquiry approach are looking at student work, modifying Engage NY module lessons to meet the needs of their students at varying levels and sharing different entry points for groups of students.

As we examine our data we find that our students, including our subgroups, have a need to improve in the area of Operations and Algebraic Thinking. Our examination of the 3rd and 4th grade NYS math item analysis confirmed this area of need as it demonstrated the largest gap between our 3rd and 4th grade's performance compared with other city schools. We also observed that students are having difficulty expressing their understanding of mathematical concepts verbally and in writing. Therefore, we have increased opportunities to engage in conversations that promote students sharing out the various ways a problem could be solved: concrete, pictorial and conceptual. Our Engage NY Modules, students' math extended responses, and math conversations been updated keeping this goal in mind. Engage NY Module unit assessments, exit slips, math student notebooks and performance tasks help teachers determine how to modify the Engage NY Module lessons and revise pacing of major strands.

In line with our Instructional Focus of Productive Struggle, we will be working strongly this year in designing instruction that is challenging, while providing students with instructional supports. This is a real challenge when looking at our data from the 2012-13 Math State test in which 43.97% of 3rd graders achieved a level 1 and 27.66% of them achieved a level 2. Furthermore, 51.33% of 4th graders achieved a level 1 and 39.82% achieved a level 2.

School Summary - All Students

P.S. 109 The Sedgwick School

Principal Josette Claudio

| DBN | School Name | Grade | Year | Number Tested | Mean Scale Score | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 3+4 | |
|--------|-------------|------------|------|---------------|------------------|---------|------|---------|------|---------|------|---------|------|-----------|------|
| | | | | | | # | % | # | % | # | % | # | % | # | % |
| 09X109 | SEDGWICK | 3 | 2010 | 113 | 688 | 7 | 6.2 | 48 | 42.5 | 41 | 36.3 | 17 | 15.0 | 58 | 51.3 |
| 09X109 | SEDGWICK | 3 | 2011 | 115 | 684 | 8 | 7.0 | 45 | 39.1 | 53 | 46.1 | 9 | 7.8 | 62 | 53.9 |
| 09X109 | SEDGWICK | 3 | 2012 | 119 | 683 | 15 | 12.6 | 54 | 45.4 | 42 | 35.3 | 8 | 6.7 | 50 | 42.0 |
| 09X109 | P.S. 109 | 3 | 2013 | 141 | 290 | 62 | 44.0 | 39 | 27.7 | 34 | 24.1 | 6 | 4.3 | 40 | 28.4 |
| 09X109 | SEDGWICK | 4 | 2010 | 97 | 682 | 3 | 3.1 | 32 | 33.0 | 45 | 46.4 | 17 | 17.5 | 62 | 63.9 |
| 09X109 | SEDGWICK | 4 | 2011 | 122 | 685 | 5 | 4.1 | 43 | 35.2 | 48 | 39.3 | 26 | 21.3 | 74 | 60.7 |
| 09X109 | SEDGWICK | 4 | 2012 | 117 | 682 | 2 | 1.7 | 55 | 47.0 | 38 | 32.5 | 22 | 18.8 | 60 | 51.3 |
| 09X109 | P.S. 109 | 4 | 2013 | 113 | 281 | 58 | 51.3 | 45 | 39.8 | 9 | 8.0 | 1 | 0.9 | 10 | 8.8 |
| 09X109 | SEDGWICK | 5 | 2010 | 99 | 683 | 9 | 9.1 | 23 | 23.2 | 46 | 46.5 | 21 | 21.2 | 67 | 67.7 |
| 09X109 | SEDGWICK | 5 | 2011 | 103 | 683 | 5 | 4.9 | 38 | 36.9 | 43 | 41.7 | 17 | 16.5 | 60 | 58.3 |
| 09X109 | SEDGWICK | 5 | 2012 | 122 | 690 | 5 | 4.1 | 36 | 29.5 | 45 | 36.9 | 36 | 29.5 | 81 | 66.4 |
| 09X109 | P.S. 109 | 5 | 2013 | 124 | 287 | 67 | 54.0 | 38 | 30.6 | 17 | 13.7 | 2 | 1.6 | 19 | 15.3 |
| 09X109 | SEDGWICK | All Grades | 2010 | 309 | | 19 | 6.1 | 103 | 33.3 | 132 | 42.7 | 55 | 17.8 | 187 | 60.5 |
| 09X109 | SEDGWICK | All Grades | 2011 | 340 | 684 | 18 | 5.3 | 126 | 37.1 | 144 | 42.4 | 52 | 15.3 | 196 | 57.6 |
| 09X109 | SEDGWICK | All Grades | 2012 | 358 | 685 | 22 | 6.1 | 145 | 40.5 | 125 | 34.9 | 66 | 18.4 | 191 | 53.4 |
| 09X109 | SEDGWICK | All Grades | 2013 | 378 | 286 | 187 | 49.4 | 122 | 32.2 | 60 | 15.9 | 9 | 2.4 | 69 | 18.3 |

Instructional Strategies/Activities

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

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

- Teachers will begin to implement Engage NY module lessons with the support of NTN (National Training Network) consultants
- In teacher teams will meet bi-weekly to:
 - Analyze student work and assessment data to determine mastery of standards prior to the new unit and plan differentiated instruction utilizing different entry points; ensure coherence across grades to allow students to build new understanding onto foundational skills and revise the pacing of the units
 - Align Engage NY module lessons with NTN lessons to the Common Core Learning Standards Operations and Algebraic Thinking strand
- Our math instruction has been structured to include:
 - 5 Minute math fluency drills
 - Cognitively demanding tasks aligned to real world situations
 - Small group instruction
 - 1:1 conferences establishing and monitoring individual goals
 - Introducing content from multiple perspectives: concrete, pictorial and conceptual
 - 90 minutes of instruction is devoted for Mathematics Workshop twice a week and three times a week for 45 minutes.
- Teachers with the support of administration elected students within the lowest third to participate in the extended Intervention Plan three days a week bi-weekly. Students are provided with additional support through the close reading of math word problems and practicing with the skill set required
- Students will attend the Academic Success after school program and receive mathematics instruction for 50 minutes three times a week which will include fluency drills and the opportunity to problem solve within a smaller teacher to student ratio; 15:1.
- Action plans for teachers identified to receive additional support will include a cycle of coaching with NTN math consultant, participate in lab sites and inter-visitations with ongoing feedback from administrators.
- All teachers will review the NYS Math Item Analysis to plan strategic lessons
- Teachers will use the Danielson Teacher Framework to evaluate teaching practices and set future goals.
- Teachers will analyze the Pre-Performance Task Assessment using a rubric to adjust instruction and form small group, differentiated instruction.

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

1. Teachers along with consultants will facilitate an informed discussion on the implications of the instructional shifts in mathematics within and across grades
2. Teacher and grade teams will participate in vertical and grade level planning to support the planning of the curriculum, assessment, and instruction.
3. Teachers will participate in classroom inter-visitations to observe best practices to build capacity and sustainability
4. NTN specialists will provide professional development for all teachers using the NTN program to support the implementation of the Engage NY Modules and address the 6 shifts

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

| Strategy/Activity | Target to evaluate progress, effectiveness and impact |
|--|---|
| 1. In teacher teams: -Analyze work and assessment data -Align Engage NY module lessons to standards | Acuity Baseline, Mid and Post Module assessments |
| 1. Math instruction model -5 Minute math fluency drills - Cognitively demanding tasks aligned to real world situations - Small group instruction - 1:1 conferences establishing and monitoring individual goals - Introducing content from multiple perspectives: concrete, pictorial and conceptual - 90 minutes of instruction is devoted for Mathematics Workshop twice a week and three times a week for 45 minutes. | Informal/formal observations |
| 2. Lowest Third 37.5 Minute Intervention Plan | Mid and post assessment, Standardized testing, Exit plans, Student notebooks |
| 3. Afterschool School Program | Mid and post assessment, Standardized testing, Exit plans, Student notebooks |
| 4. Action Plan- teacher professional development | Informal/formal observations, Teacher feedback |
| 5. Data Chats | Mid and post assessment, Standardized testing , Exit plans, Student notebooks |
| 6. Analyze Item Analysis Report to adjust curriculum | Mid and post assessments, Standardized testing, Exit slips |
| 7. Use of Danielson rubric to evaluate teachers and set goals | Informal/formal assessments |

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

1. The instructional shifts and Common Core Learning Standards will be discussed and analyzed during the Professional Learning Days in September
2. Common Planning meetings will be used to discuss the CCLS and analyze student work to adjust instruction throughout the entire school year
3. Engage NY Module assessments will be used throughout the school year and adjustments made to small groups
4. NYS Math test data is discussed and analyzed in October and January faculty conferences, monthly School Leadership Team meetings, and Children at Work Days
5. 3- 5th grade teams will administer the CCLS Aligned Literacy Performance Tasks Pre-Assessments in Fall 2013 and Spring 2014. They will analyze results during common planning and after school to plan for next steps

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

Service and program coordination

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

1. NTN Math consultants and NTN materials (funded by Title I)
2. Per session for Inquiry(Race to the Top Funding)
3. Per session for curriculum review and planning (funded by Title I)
4. Per session for Academic success after school program (funded by Title I and Title III)
5. Provision of technology such as iPads, Kindles, SmartBoards, printers, computer software etc. and maintenance where necessary (Reso A funding)

Strategies to Increase Parental Involvement

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

9. Parent workshops will focus around curriculum and CCLS and provide supports with how to help children at home.
10. Ongoing communication with parents regarding units of study.
11. Parent Teacher Conferences in November 2013 and March 2014
12. Open School
13. Parent Association meetings
14. IEP meetings

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|-----------------|--|-----------------|----------|------------------|----------|------------------|--|------------------|--|---------------|
| x | Tax Levy | | Title IA | x | Title IIA | x | Title III | | Set Aside | | Grants |
|----------|-----------------|--|-----------------|----------|------------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

To develop the school community's ability to promote citizenship and a positive, safe school environment with full implementation of instructional strategies and activities by January 2015.

- PBIS will be monitored throughout the entire school to be consistent and cohesive with rewards and acknowledgements when expectations are evident in student and teacher's engagement and communication.
- Teachers' Response for the Safety and Respect Section in the Learning Survey will improve from a 7.7 to a 8.7
- Parents' Response to the Safety and Respect Section in the Learning Survey will improve from 8.9 to 9.3.
- Empower all students to be self-directed, active participants, contribute to their learning community while being lifelong learners.
-

Comprehensive Needs Assessment

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

After implementation of PBIS

According to the School Survey for 2012-2013, Safety and Respect was rated 8.9 as per the parents survey, indicating an increase from 2011-2012, 8.1, while the teacher's response to the

same section was 7.7 compared to 8.3 the previous year, indicating a decline in teacher perspective of Safety and Respect.

After implementation of PBIS year one 2011-2012 student's character and respect were evident in parent observations as per the .7 increase on the school survey. Therefore, the reward systems, acknowledgments and school wide celebrations fostered the desired outcome in students becoming lifelong learners and active participants in their learning community. The contrast in the decline of teacher responses regarding safety and respect was further analyzed and assessed to be impacted by member participation, no parent or student member, access to character lessons and finally an increase in enrollment of SWD particularly with ED as a result of implementation of special education reform. With the increase of the special education population, tier 2 interventions were introduced to address the significant needs of those students. Now year two, 2012-2013 school year the school community is working to strengthen tier 1 interventions through our PBIS initiative further projecting growth within the area of Safety and Respect for year three 2014-2015.

Instructional Strategies/Activities

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

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- A PBIS field day in the spring of 2014 will be held with all grades.
- A packet of lessons will be provided to all teachers on character development to be taught once a week during a content period
- Selected classes will participate in a health and nutrition program as part of healthy body and mind in conjunction with New York Common Pantry
- The PBIS Handbook will now include character count lessons and literature related resources to support students with disabilities
- A PBIS Handbook will be distributed to all members of the staff by Jan 2014
- Videos will be shown in the auditorium during lunch periods that address character development
- PBIS celebrations will continue with the focus to increase school spirit and engagement by incorporating Monthly Coupon Reward and
- The Stars Program (Starting Dec 2013)
- School wide activities and lessons will happen during Respect for All Month in February 2014
- Honor roll to be held in the months of November, January, March and May
- Student's published writing celebrations in the classroom
- Parents members of the SLT will participate in school Learning Walks
- Parent ESL classes and Spanish classes (for those who do not speak Spanish) to build community
- Community outreach
- Parents of SWD will have opportunities to collaborate with provider for carry over strategies to bridge the home/school supports
- Inter-grade peer support in different schools settings (Cafeteria, schoolyard and library)
- Activity works: 12 minute brain activity
- Intramural sports (Varsity team) between other schools
- Family nights and day activities to bridge the community of parents and teachers
- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn

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

- a) key personnel and other resources used to implement these strategies/activities,

15. Administration
16. All staff members
17. Parent Community
18. Learning Leaders
19. PBIS (Positive Behavior Intervention System) framework
20. SWIS Data collection system
21. CFN 104 support staff

22. Character Count lessons

3.

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

September: Observe baseline behaviors of students utilizing ABC charts, classroom environment for behavior management system, behavior charts
Ongoing: Monitoring whole class behavior management system
Ongoing: informal observations
Benchmark dates: RTI meetings to discuss correlation between behavior and academic success
Ongoing: OORs reports

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

- All teachers received a PD session in September on PBIS procedures that are in place, by Feb 2014 PD sessions will be placed on pacing calendar for 2013-2014 school year.
- PBIS committee will continue to meet monthly to maintain the PBIS staff the handbook
- All students will celebrate with PBIS field day in June 2014
- A packet of lessons will be provided to all teachers on character development to be taught once a week during a content period starting January 2014
- The PBIS Handbook will be distributed to all members of the staff by June 2014
- Claudio Coins will be distributed to all staff for acknowledgement of student when they exhibit active participation in contribute to their learning community Jan 2014
- Starting November 2013 class coupons will be distributed for exemplary class behavior for monthly celebration
- School wide activities: Doctor Seuss Birthday, Team Jersey day, Pajama day and Holiday dress up and Holiday show.
- Lessons will happen during Respect for All Month in February 2014
- Fund raisers starting in November

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

Human Resources:

Learning Leaders will be trained in PBIS incentives and expectations

All staff, including school aides, paraprofessionals, custodians and safety agents will be trained in PBIS incentives and expectations

Instructional leaders will participate in all PBIS committee meetings

An instructional leader will analyze SWIS and OORS data with Data committee

Other resources:

Incentives, rewards and celebrations (funded by Tax Levy)Character Counts classroom library books (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)

Strategies to Increase Parental Involvement

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops will be held to teach parents about PBIS strategies
- Parent letters will be sent home outlining PBIS expectations and its acknowledgment system
- Family nights and days to build community (Reading night, Movie night, Math Game night, Arts and Crafts night, Multicultural night, etc)
- PBIS field day with parent volunteers
- The PBIS committee will include a parent and student representative to clarify and elaborate on PBIS expectations and meet monthly as of January 2014
- Learning Leaders continue to be trained in PBIS incentives and expectations monthly

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|
| ELA | Reading Recovery/Reading Rescue SETSS 37 1.5 instruction Saturday Academy | One to one tutoring. Small group Small group Group instruction | During the school day except for 37 1.5 when students attend before school. Saturday academy is half day on Saturday |
| Mathematics | SETSS : special education teacher Saturday Academy | Small group Group instruction | During the school day Saturday academy is half day on Saturday |
| Science | SETSS : special education teacher | Small group | During the school day |
| Social Studies | SETSS : special education teacher | Small group | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling: Guidance counselor/School social worker. At- Risk speech At-Risk occupational therapy At-Risk physical therapy Behavior action plans : Crisis intervention team | One to one Collaboration Consultation Inquiry model | During the school day for students By appointment to conference with parents. During the school day for behavior action plan |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>To ensure that the current staff becomes highly qualified P.S. 109:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contracts on and off site professional development services from Teacher's College Reading and Writing Project Consultants <input type="checkbox"/> Contracts on and off site professional development services from Generation Ready <input type="checkbox"/> Contracts on site professional development services from National Training Network. -Participates in on site professional development by Cluster 5 support for behavior intervention. -Instructional Cabinet provides professional development during the school day as well as afterschool -Participates in professional development provided by the CFN 532. -Structured New Teacher Institute that includes bi weekly professional development meetings, inter visitation opportunities, one on one coaching cycles, and mentoring. -Gives teachers access to differentiated grade level professional development opportunities, common planning, faculty conferences to enable them to fulfill their role, achieve professional fulfillment, and to improve student outcomes. |

High Quality and Ongoing Professional Development

| |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <p>The school aligns its school-wide professional development plan to the Danielson <i>Framework for Teaching</i>, academic needs of students <i>and the CCSS</i>.</p> <p>New Teachers: Teachers with initial certificates and less than two years of full-time prior teaching experience will be mentored. New teachers will have been assigned a mentor to support them through the challenges of the first year. Both new teachers and mentors will receive professional development and feedback on various areas of need related to classroom practice. Teachers will meet with mentors to reflect on teaching practice and next steps.</p> <p>37.5 Minutes: Inquiry teams consist of teachers meeting on grade and vertically to develop targeted instruction that follows a level of progression across and within grades in writing. Teams meet on Monday morning and discuss plans using students work and writing rubrics for units of study across the year.</p> <p>TCI Training- Paraprofessional were trained in conflict resolution for students. The purpose of the training was to support students and teachers with students that could have difficulties with behavior. The goal was for students to have an opportunity with scaffolded support to be able to reintegrate back to the classroom at a base line level. Activities consisted of</p> |

role playing, and developing actionable plans that could be implemented when needed.

Reading Rescue- Paraprofessionals were trained in Reading Rescue, to support/tutor students in first and second grade who would not otherwise reach grade level reading.

Principal Training- Principal attends Network professional development and conferences on the areas of instruction as well as compliance. Principal also attends professional development related to curriculum and instruction designed specifically to keep abreast of the innovations and concerns pertaining to instruction and instructional management. Professional development includes assessment-based accountability to support both teachers and students.

Outside support from Network staff and other consultants in key areas to support students and staff:

- Instructional Mentor/Behavioral specialist for developing teachers- activities include one-one coaching/mentoring, Professional develop sessions based on data
- Aussie Consultant- activities include one-one instructional coaching and lesson planning based on data and teacher's needs.
- Special Educational consultant- activities include labsites and professional development to support ICT settings, development and implementation of IEPs and instructional support in classrooms through observations and feedback.
- Consultants for content area support in both literacy and math- activities include one-one coaching, feedback and grade team professional development to meet instructional shifts, CCSS, and lesson planning around units of study and modules in mathematics.

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

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

Consolidated federal, state, and/or local funds are used to fund high-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children meet the State's student academic standards. Professional development is provided for all teachers in all subject areas. Consolidated funding in a school wide program are also utilize but not limited to:

- Use program resources to help participating children meet the State standards.
- Ensure that planning for students served under this program is incorporated into existing school planning.
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school.
- Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities
- Help provide an accelerated, high quality curriculum, including applied learning.
- Minimize removing children from the regular classroom during regular school hours.
- Fund services to increase parental involvement such as parent workshops in literacy mathematics, science and social studies. Also. family recreational nights such as Family Game Night, "Family Reading " and Family Math.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Kindergarten Readiness is a stage of transition that encompasses the child's various learning experiences general knowledge, physical well being, social and emotional development, and familiarity and with language. Children develop at an individual rate. As a result, children enter school with varied levels of skill and learning experiences. This requires that we as a school need to be prepared to serve all children effectively regardless of a child's individual developmental level. As we prepare students for the transition to Kindergarten we will:

In April: Pre K teachers review and discuss a Kindergarten Readiness Checklist and transition with parents.

In May: We encourage parents to schedule visits to kindergarten classes during a Kindergarten orientation.

In June: Preschoolers visit receiving kindergarten classroom and meet the teacher during open house.

Pre K and Kindergarten teachers meet to discuss students and their assessments.

On going: Kindergarten and preschool teachers will communicate on an ongoing basis about students and curriculum.

On going: Monitor the fidelity of implementation of instructional materials and methods through common planning and inquiry team sessions.

Measures to Include Teachers in Decisions Regarding Assessments

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

At the beginning of the year, teacher teams meet in common planning to determine the multiple assessment measures that will be used throughout the year and within different subject areas. Periodically, at the conclusion of each unit of study, teachers assess the measures that will be used the following unit and modify as needed

Within common planning, faculty conferences and inquiry the administrative team facilitates professional development around how to disaggregate data, set goals and align coherent instruction to said data. Multiple measures of data are presented along with different methods that can be utilized to address the results of the data. Through classroom observations, administration monitors the use of assessment results and revises professional development to continue to meet the needs of the teachers.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

A. School Information 

| | | |
|------------------------------------|----------------------|--------------------------|
| District 9 | Borough Bronx | School Number 109 |
| School Name Sedgwick School | | |

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

| | |
|---|--|
| Principal Josette Claudio | Assistant Principal Tanya Drummond |
| Coach | Coach |
| ESL Teacher Leonor Delgado | Guidance Counselor Jacqueline Paulino |
| Teacher/Subject Area Annabelle Paredes/ESL | Parent Mark S Escofry |
| Teacher/Subject Area Susannah Conn-Thomas/ESL | Parent Coordinator |
| Related Service Provider F. Jackson/M. Raso | Other |
| Network Leader(Only if working with the LAP team) Benjamin Soccodato | Other |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 4 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 3 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 5 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 2 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 814 | Total number of ELLs | 194 | ELLs as share of total student population (%) | 23.83% |
|--|------------|----------------------|------------|---|---------------|

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|---|--|---------------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | 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 | To t # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Dual Language (50%:50%) | 2 | 2 | 1 | 1 | 1 | 1 | | | | | | | | 8 |
| Freestanding ESL | | | | | | | | | | | | | | |
| self-contained | 0 | 1 | 0 | 1 | 0 | 0 | | | | | | | | 2 |
| Push-In | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | 18 |
| Total | 5 | 6 | 4 | 5 | 4 | 4 | 0 | 28 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|---|
| All ELLs | 193 | Newcomers (ELLs receiving service 0-3 years) | 160 | ELL Students with Disabilities | |
| SIFE | 0 | ELLs receiving service 4-6 years | 35 | 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 SWD. [?](#)

| ELLs by Subgroups |
|-------------------|
|-------------------|

| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
|--|---------------------|------|-----|---------------------|------|-----|---------------------------------------|------|-----|-------|
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | 43 | | | 6 | | | | | | 49 |
| ESL | 115 | | | 29 | | | | | | 144 |
| Total | 158 | 0 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 193 |
| Number of ELLs who have an alternate placement paraprofessional: 0 | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|-----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| Spanish | 13 | 26 | 12 | 25 | 10 | 17 | 4 | 20 | 7 | 22 | 3 | 20 | | | | | | | 49 | 130 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 13 | 26 | 12 | 25 | 10 | 17 | 4 | 20 | 7 | 22 | 3 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 130 |

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

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 138 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 184 Asian: 0 Hispanic/Latino: 623

Native American: 1 White (Non-Hispanic/Latino): 3 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 | 15 | 22 | 30 | 23 | 27 | 23 | | | | | | | | 140 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | 1 | | 1 | | | | | | | | | | 3 |
| TOTAL | 16 | 23 | 30 | 25 | 27 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 144 |



Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | 8 | 9 | 4 | 8 | 5 | 8 | | | | | | | | 42 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 0 | 9 | 20 | 8 | 21 | 4 | | | | | | | | 62 |
| Advanced (A) | 21 | 16 | 16 | 12 | 8 | 14 | | | | | | | | 87 |
| Total | 29 | 34 | 40 | 28 | 34 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 191 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | 4 | 2 | 5 | 6 | 7 | | | | | | | |
| | I | | 11 | 21 | 5 | 22 | 4 | | | | | | | |
| | A | | 15 | 16 | 12 | 9 | 14 | | | | | | | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | 4 | 2 | 5 | 6 | 7 | | | | | | | |
| | I | | 11 | 21 | 5 | 22 | 4 | | | | | | | |
| | A | | 15 | 16 | 12 | 9 | 14 | | | | | | | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 21 | 14 | 3 | 0 | 38 |
| 4 | 21 | 7 | 1 | 0 | 29 |
| 5 | 22 | 16 | 2 | 0 | 40 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 23 | | 10 | | 7 | | 0 | | 40 |
| 4 | 22 | | 11 | | 2 | | 0 | | 35 |
| 5 | 34 | | 8 | | 1 | | 0 | | 43 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 109 in English we assess students' literacy levels using Teachers College assessment and running records. The testing data informs us about student level understanding of letter recognition, decoding skills and phonemic awareness, sight words, concepts of print, fluency, and reading comprehension. The data that we collect from these baseline assessments directly drive instruction for our ELLs. In Spanish we use DRA, this ongoing assessment tool measures students' growth in reading fluency, accuracy, and comprehension. The tool allows educators to monitor students' reading habits, and independent and instructional reading levels. Beginning SIFE ELLs abilities are identified and immediate native language literacy remediation is provided. Students are then empowered with some knowledge of structures in their first language which are then built upon in beginning English language instruction. Cognates are introduced. The English alphabet is taught. This year we are implementing the Words Their Way text to teach literacy in English and Spanish which provides a meaningful and lasting understanding of word patterns and roots as they are connected to meaning. This year we are also using "Rigby ELL assessment Kit", to assess ELL students. The Rigby ELL assessment is an ongoing assessment kit that allows educators to monitor ELL students' progress with listening, speaking, reading, and writing. The assessment is also aligned with the Fountas and Pinnell book leveling system. The assessment kits also include a Data Management Tool that allows tracking of students, classes, and whole schools' progress. There is also a "Next Steps" booklet that provides differentiated instructional ideas based on students' current levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The Data shows that of the incoming kindergartners tested using the LAB-R, there were, 8 beginners, 21 advanced and 3 tested proficient. Additionally across all the grades more than two-thirds of all ELL students tested as advanced or intermediate. Current second graders NYSESLAT results as compared to their level in first grade: three students moved two levels from beginning to advanced, seven students moved one level from beginning to intermediate, and six students that were advanced remained advanced. Current third grade students: six students moved from beginner to intermediate, one student reversed from advanced to intermediate, ten students remained at the same proficiency level. Current fourth grade: seven students moved up one level, twenty-two remained the same, and six students digressed one proficiency level. Current fifth grade student scores as compared to their fourth grade score: two students moved up two levels, eight students moved one level, and eleven students remained at the same level of proficiency.

The data shows that with few exceptions as children transition from one grade to the next, they generally move up in proficiency level or remain on the same level. The data also shows that progress is accelerated in the fourth and fifth grades. See the patterns in data outlined below. The patterns of increased success in the higher grades show that language learners across grade levels, but especially those in the lower grades, will benefit from focused and explicit instruction in literacy. This year both service providers of ELLs and classroom instructors have begun using the Words Their Way literacy program. The work with this program is student centered and detail oriented. This year Teacher's College is also providing hands-on literacy instruction in a lab setting within the classroom to all service providers of ELLs and classroom teachers. We predict higher levels of success across proficiency levels on the NYSESLAT in the lower grades because of our efforts to make literacy in instruction a priority this year.

2013 NYSESLAT Analysis of Data Patterns and Trends found in the data by Grade

Kindergarten

The data results reveal that 13% of the kindergarten students tested scored, at the Beginning level, 33 % scored at the Intermediate level, 47 % scored at the Advanced level, and 7% scored at the Proficient levels .

Grade One

The data results reveal that 7 % of the first grade students tested scored, at the Beginning level, 44 % scored at the Intermediate level, 33 % scored at the Advanced level, and 16% scored at the Proficient levels .

Grade Two

The data results reveal that 20 % of the second grade students tested scored, at the Beginning level, 27 % scored at the Intermediate level, 37 % scored at the Advanced level, and 17% scored at the Proficient levels .

Grade Three

The data results reveal that 18 % of the third grade students tested scored, at the Beginning level, 53 % scored at the Intermediate level, 20 % scored at the Advanced level, and 10% scored at the Proficient levels .

Grade Four

The data results reveal that 23 % of the fourth grade students tested scored, at the Beginning level, 11 % scored at the Intermediate level, 40 % scored at the Advanced level, and 26% scored at the Proficient levels .

Grade Five

The data results reveal that 9 % of the fifth grade students tested scored at the Beginning level, 12 % scored at the Intermediate level, 44 % scored at the Advanced level, and 35% scored at the Proficient levels .

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

according to network no answer is needed for this question

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Students in their second and third year are approaching standards and continue to demonstrate progress in both ELA and math. The greatest gains historically have been in the content area of mathematics.
- b. We use the Periodic Assessments to support teachers in targeting instruction in order to meet the learning needs of every child. The data is analyzed to gather insight as to how students will perform on NYS tests to support meeting and exceeding State Learning Standards. The data is collected within and across grades to track success rates.
- c. Our school through the inquiry process and evaluation of student work in teacher teams have obtained data to support implementing CCLS-aligned curriculum in all content areas. The assessments have also provided insight as to what students already know (foundational skill) that teachers can access to continue to grow students academically.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our schools RTI team is made up of the school Psychologist, school Social Worker, IEP teachers, Assistant Principal (Supervisor of Special Education), Speech Therapist, Guidance Counselor, AIS Coordinator, and school Nurse. The team meets once a month to assess individual cases, to continually improve on the RTI intervention plan. The RTI team uses data to guide intervention for ELLs by using periodic assessments. The first assessment is the Universal Screening administered to all students five times a year. Furthermore, the school uses the following assessment tools: ELA and Math performance tasks, TC Teachers College running records. Literacy assessment; word identification, letter identification, concepts of print and on demand writing pieces at the start of each unit in writing and social studies blocks, CELF-4 speech and WIAT-3 basic reading and comprehension and math calculations. The main purpose of these assessments is to identify at-risk students. Once our ELLs are identified they will receive additional differentiated small group instruction above and beyond their mandated service minutes in ESL. In Tier I of the RtI structure ELL students receive small group instruction, 371/2 minutes of reading and math alternated by week. In Tier II identified ELL students receive services such as; AIS academic intervention, speech therapy, and also they are pulled out from their classes to receive extra reading support. In Tier III ELL students receive reading tutoring, at risk SETS, and reading recovery. To determine how ELL students are showing progress through tiers they are monitored and assessed constantly by the classroom teachers and providers. Data is recorded on a daily basis. During a period of six weeks of differentiated instruction, if the students don't show progress they will continue to receive services as decided collectively by the RTI team. When a child is recommended for Tier II intervention and the student has failed to respond to interventions after another six weeks in Tier II, students will receive additional support and the parents are also informed of the additional services via a letter sent to their home. In Tier III ELL students who demonstrate insufficient progress will receive intensive reading intervention by a reading specialist in groups of no more than 1:4 teacher to student ratio. If after six to eight weeks of services the ELLs students still do not show progress they will be referred for further evaluation and will stay in the program or be referred for services in special education. The referral to CSE will be exhaustive in its documentation of services to students in each tier; including interventions used and data outcomes to ensure the accountability to students and the integrity of the program. These services listed above will be in addition to all mandated service minutes required by the state for our documented ELLs population.

6. How do you make sure that a child's second language development is considered in instructional decisions?
 Students second language development is considered in instructional decisions in the following ways: Implementing a curriculum that is Common Core aligned, that exposes the child to rigorous text, and utilizes discussion protocols to develop concepts and language. Teachers provide multiple entry points to provide access to classroom instruction for ELLs. Students participate in read alouds and shared readings where they are able to justify their thinking by citing evidence from text or provide text based evidence to support their opinions. We also instruct ELLs through guided reading using material that is one level higher than their current independent reading level. Close reading is also an important part of ELL instruction under the Common Core standards where students learn to identify patterns and syntactical cues in a much higher level academic text than their independent reading level. Teachers design scaffolded and differentiated instruction to help students compare themes across genres to develop analytical skills along side literacy skills in ELLs. Writing instruction is also aligned with Common Core standards. We shelter Tier II vocabulary so that students are empowered with academic language that can be used across the curriculum and writing styles: Informational, narrative, and opinion. Also ESL instructors closely collaborate with classroom teachers to insure that lessons are differentiated across the curriculum and that strategies for ELLs are routine in everyday instruction. Some of the techniques are TPR, the anchoring of Tier II and Tier III academic vocabulary to known vocabulary with synonyms, sentence frames and sentence starters, lowering the affective filter with PBIS to create a supportive environment, explicit instruction in grammar and sentence building to partner the writing process, and highlighting similarities with homelanguage through syntax and cognates.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- a. Students are assessed in the second target language using DRA running records in Spanish. Students are also assessed in content areas through summative assessments also administered in Spanish.
- b. Most students are between Beginning, and Intermediate and advanced levels where for :
- Beginning:
- The students understand and speak conversational and academic Spanish with some hesitancy and difficulty.
 - The students understand parts of lessons and simple directions.
 - The students are at a pre-emergent or emergent level of reading and writing in Spanish, some below grade level.
- Intermediate:
- The students understands and speaks conversational and academic Spanish with less difficulty.
 - The students are developing reading comprehension and writing skills in Spanish.
 - The students Spanish literacy skills allow the student to demonstrate understanding in content areas in the second language.
- Advanced:
- The students understand and speak conversational Spanish without apparent difficulty, and some academic Spanish.
 - The students continue to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 The success of our ELL programs is evaluated by initially disaggregating the previous' years summative data: NYS Math and ELA assessments and NYSESLAT assessments. Programming decisions are initially made based on this data and supplementary materials and programs are purchased.
- Progress monitoring tools are then used to assess student growth in the different ELL programs. These tools consist of: TCWRP running records in both Spanish and English, the Rigby ELL assessment, simulations, unit assessments, reading conferences and data collected in small group instruction. At times, there is a need to revise programming decisions, such as changing a child's program from pull-out to push- in services. We evaluate the success of our Ell programs in regular intervals throughout the year by triangulating all of the above mentioned data.
- Once students have taken their summative assessments, we review the levels of Ell students in their NYS Math and ELA assessments and continue to disaggregate the data based on proficiency levels and item analysis and continue the cycle of progress monitoring.
1. Because P.S. 109 recognizes the importance of parental involvement in the education of all of our students, participation of our ELL parents in the on-going parent workshops are highly encouraged. Many workshops specifically target ELL parents, such as ELL Parent Orientation (where parents are introduced to the different ELL programs offered in the city of New York), workshops on the NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT). Parents

are strongly encouraged to participate in assembly programs, Title I academic workshops in all content areas, PA monthly meetings, multi-cultural events, enrichment programs, culminating events, Art Shows, and all other parental activities.

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, movie nights, gardening 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 Learning Leaders, the NYC Parent Academy and TCRWP. These organizations provide both on site and off site workshops to parents of our school community. In addition, workshops are held for parents by outside agencies regarding life insurance and medical insurance.

3. We evaluate the needs of parents through needs-surveys. We ask parents in these surveys about specific interests and areas for improvement. Parents are also encouraged to share any talents or skills they have with the school community. After each workshop or program, we ask parents for their thoughts, comments, and suggestions. Their feedback enables P.S. 109 to conduct workshops that are relevant and of interest to the ELL parents. The parents of students at P.S. 109 not only want to better help their children, they also want to gain new skills that will strengthen them as supportive parents.

4. Parents are invited to participate in ESL classes held after school, for which free childcare is provided by the Parent Association, as well as workshops held during the school day. Workshops that have been held include topics such as: supporting literacy and mathematics through the native language, supporting math through cooking and baking, and using the computer. Technology workshops are held monthly in the school computer lab and are very popular. Parents not only want to learn how to use the computer and develop their computer skills, but also learn how to use technology to support their children. Parents also learn how to utilize ARIS to access their children's school data. Before the New York State Math and English Language Arts tests, workshops are held for the parents of students in the testing grades. These workshops address how parents can help their students prepare for the state exams, as well as any questions they may have about the new common core learning standards. Additional support is given to students and parents of the fifth grade in order to help them with the middle school selection and application process. Representatives from various middle schools come to P.S. 109 in order to meet with students and answer any questions they may have.



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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 (Leonor Delgado, Annabelle Paredes, Susannah Conn-Thomas) who are highly experienced in the ELL identification process in order to correctly identify and support potential ELL students. Once the parent completes the HLIS, their answers are reviewed and confirmed by ESL pedagogue. Next, an informal oral interview in English and in the native language is conducted by the ESL pedagogue with the student. The HLIS answers are confirmed. The student is classified as either eligible or non-eligible for LAB-R testing according to the guidelines. Students who are eligible for the LAB-R are tested in English and Spanish if applicable within 10 days of enrollment. The test sheets are hand-scored and 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 per the outlined due dates. Based on the hand-scores, students are classified as a Beginning, Intermediate, Advanced, or Proficient level ELL. All teachers, service providers, paraprofessionals, and parents are informed of the students current English proficiency level 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 current proficiency level.

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.

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 and is also available via video in home language. 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. We also send home letters, make phone calls to parents, and offer breakfast during the Parent Orientation Meetings to encourage a large turn-out. 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 determine 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Our school has effective outreach structures in place to ensure that the entitlement letters are distributed and the Parent Survey and Program Selection forms are returned completed at registration so the student's can be properly placed in a program. To make certain that Parent Program Selection Forms are returned, the ESL Coordinator is present at registration, holds parent orientations every month during the school year, sends home mandated entitlement letters within the initial 10-day enrollment.

Parents can make individual appointment to discuss the student's proficiency level and progress, with the program coordinator and or service providers. The parents are informed of their child's score on the LAB -R and their entitlement or non- entitlement to ELL services. If the student is entitled to services, and the Parent Survey and Program Selection form is not obtained, every effort to collect needed information is made continually. The ESL coordinator keeps the original returned Parent Survey and Program Selection Forms on file in her office as well as placing a copy of them in the cumulative folder for each student. The ESL coordinator keeps a record of all returned letters, logs of calls to parents to attend orientations or to discuss their child's program choices, original sign-in sheets of the orientations, etc.

In order to make certain that all parents are informed of their child's entitlement to ELL services, all attempts are made to reconfirm the previously identified ELLs' program placements with their parents each September. Entitlement letters are given out to e very period, calls parent in the Fall, which communicate their child's English proficiency level as obtained on the NYSESLAT. These letters are in Spanish and English and state to their parents how the students performed on the NYSESLAT in the Spring. The letters that state a student continues to be entitled to ELL services, due to their NYSESLAT score, reconfirm the parent's program choice and student's placement in a program. The parents are required to sign and return the bottom portion of the letter, stating they are aware of their child's level of proficiency and program placement. The originals of the returned portions of the entitlement letters are kept on file in the ESL Coordinator's office. The ESL Coordinator is available to meet with parents or talk via phone in order to discuss the student's placement and level of English proficiency. If the parents change their minds or are not happy with their program of choice, then they meet with the ESL Coordinator and their child's grade supervisor.

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.

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 Therefore parents can 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 teaches (Mrs. Delgado, Mrs. Paredes and M.s Conn-Thomas) for student records and tracking information.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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. ESL teachers do not administer the test to their own students to ensure the new rule that a party of non-interest should administer to avoid bias in the scoring. The other three portions (listening, reading, and writing) are administered in group settings by classroom teachers, ESL teachers, and AIS providers as per outlined testing procedures. All teachers are informed of the proper testing procedures prior to administering the NYSESLAT as the test is different from other state tests and teachers in the lower grades are not always familiar with administering such tests. A quiet and adequate test taking environment is ensured throughout administration of all the modalities of the NYSESLAT test. All documents are kept in a locked and secured closet to retain the integrity of the test.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Analysis of Parent Surveys and Program Selection Forms from prior years reflected a tendency for parents to favor the Dual Language Program and Free Standing ESL Program. For that reason, P.S. 109 has increased the Dual Language Program to Fifth grade for the School Year 2013-2014 and every grade has dual language classes.

The remaining parents requested that their children be placed in monolingual ELL classes so that they can be best prepared for the annual state tests. As a result, 45 % of ELL opted into the Dual Language program, 55 % of the ELL students at P.S. 109 chose Freestanding ESL. Public School 109 continues to offer the programs that are aligned with parent choices , analysis of information provided by the Home Language Surveys, along with close communication with parents.

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The organizational model in our school are ESL Push-in and Pull-out, ESL Self-Contained, and Dual Language. The number of classes in Dual Language is determined by the number of parents requesting students to participate in a dual language class. Currently we have two kindergarten and first grade Dual Language classes. We also offer one Dual Language class in 2nd, 3rd, 4th and 5th grades. We have two free standing ESL classes in first and third grade. Three ESL teachers service monolingual classes that are heterogeneously grouped.
 - b. The programming model for our Dual Language class contains students of mixed proficiency levels on the same grade level. The free-standing ESL classes are grouped by mixed proficiency levels on the same grade level. Our push -in and pull out ESL program is grouped according to grade and proficiency levels. Students are grouped in small differentiated groups based upon their proficiency levels.
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)?

The organization of classes at P.S. 109 ensures that the mandated number of instructional minutes is provided to students at the appropriate level. ELLs are placed together in specified ELL-classes so the ESL specialist can easily push-in to provide ESL support. Students who require 360 minutes of ESL are provided with ESL services both inside and outside of the classroom by ESL-licensed teachers. The three ESL teachers are organized by grade and proficiency levels. In terms of planning for scheduling prior to the beginning of the school year, school administration offer supplements to the mandated ESL instructional minutes with content area cluster teachers who have bilingual teaching licenses in order to support the native 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 ELLs 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 and pull out 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. The ESL teachers are bilingual and provide support in student native language. 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 through 5. Literacy and the content areas are taught in both English and Spanish.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In Dual Language classes the content areas are taught where students are provided with an opportunity to engage in active discussions through rigorous questioning using multiple entry points. They use text based evidence to support their thinking and writing. Writing instruction is connected to the units of study. Vocabulary is frontloaded and explicitly taught.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We have several methods through which we ensure that our ELLs are appropriately evaluated in their native language. During the initial screening, the Spanish LAB is useful in providing information about language dominance and native language literacy

proficiency. Our Spanish-speaking ELLs are evaluated in their native language using DRA running records. Math assessments are given in Spanish to our beginner ELLs.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 advanced 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. It is our goal for Long Term ELLs to pass the NYSESLAT before middle school. The Long Term ELLs in our school are in the fifth grade. The rate of reaching proficiency on the NYSESLAT is the highest among this group because of a strong focus on the process of writing through Teacher College Reading and Writing Project at PS 109. Our ELLs success at reaching proficiency is also due to explicit instruction in test taking strategies for the NYSESLAT in particular. These students are coached to answer questions similar to those presented in the NYSESLAT because these students typically pass the ELA but fail to pass the NYSESLAT. We make sure that explicit instruction in writing remains a focus throughout the year for Long Term ELLs. 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 building and completion activities, participate in interactive writing, construct the text, transfer information from word web, observing and practicing how to write an introductory main idea and add two or three sentences based on the ideas recorded on the word web. As a group, students will read the paragraph and add transition words to help the sentences flow from one to the next. Students will then edit, revise and proofread together. Rubric and on-going assessments will be used to measure student progress and to teach or re-teach a writing skill. These higher level writing skills are important to help students pass the essay writing portion of the NYSESLAT, since that is where our long term ELLs face difficulties.

e. We know that our ELL student at this stage have acquired an extensive amount of expressive vocabulary but must continue to build to meet the current demands of the Common Core. Teachers plan lessons that meet students needs to continue to build higher level thinking that involves evaluating, exploring and open discussion with complex texts. In addition to this proficient students continue to be given testing accommodations and can participate in extra curricular and extended day activities to continue learning.

7. 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?

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.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | Spanish | Dual Language | English and Spanish |
| Social Studies: | English/Spanish | Dual Language | English and Spanish |
| Math: | English/Spanish | Dual Language | English and Spanish |
| Science: | English/Spanish | Dual Language | English and Spanish |
| | | | |
| | | | |
| | | | |
| | | | |

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

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

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

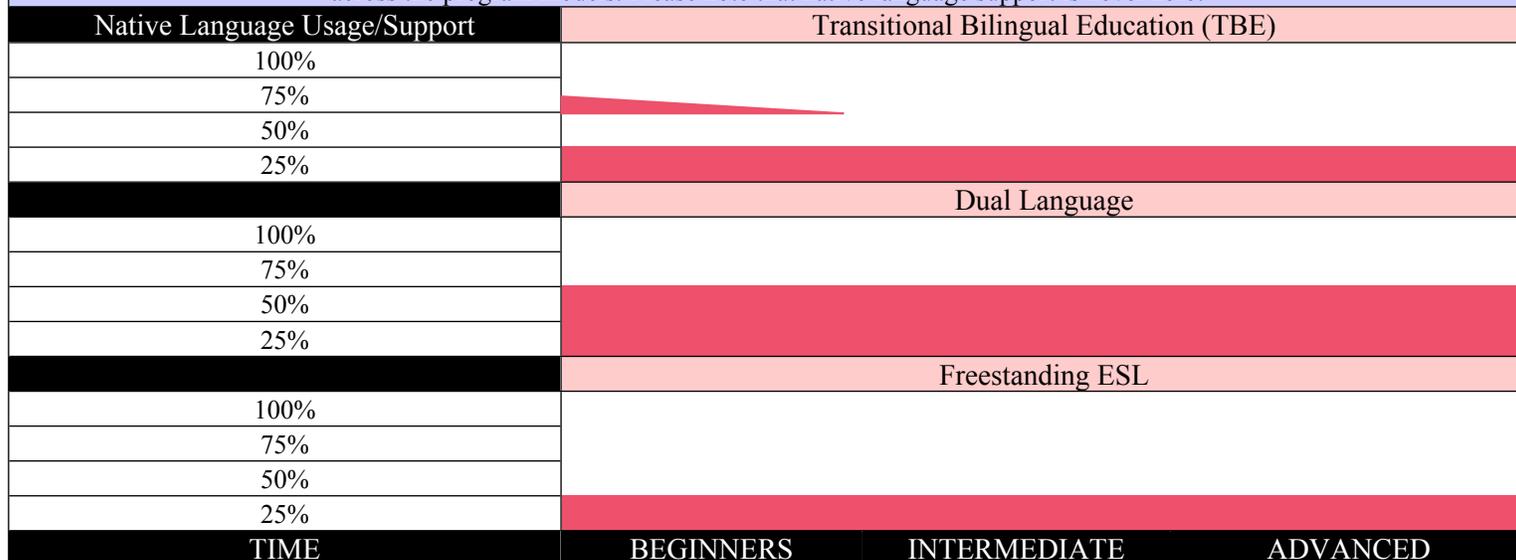
| | Beginning | Intermediate | Advanced |
|--|--------------------|---------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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.

- 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

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

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

For the upcoming school year we will implement a reader's theater program in the form of an ESL cluster position that services the ELL population. This program will compliment current rigorous instruction in writing and Tier II vocabulary study. The reader's theater program will help develop ELL's oral language fluency, as well as confidence practice in masterful output.

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

This school year we are no longer using Imagine Learning; We found that our students were not benefiting from this program.

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

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

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

Instructional materials used to support ELLs include:

- Technology: is based in Social Studies instruction with an emphasis in multiple scaffolds and resources for English language learners.

- 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. Classroom libraries include leveled DRA books in Spanish. The school library provides computers for student use. The school library also contains a comprehensive inventory of books of all genres in both Spanish and English.

- SmartBoard for interactive learning, computer access in each classroom for reading A-Z and other skills building programs

- Social Studies cluster; teaches in the computer lab where instruction is accessed through a computer for each individual student in the computer lab

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

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

Spanish - The native language is used to teach authentic literature. The Spanish language teacher speaks in Spanish and teaches all the content areas in Spanish. All materials and resources are in the Spanish language.

English – The English language is used to teach emergent literacy for the English proficient students in the Dual Language

program. All materials used in the English language teacher's room are in English.

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

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

At P.S. 109, required services and resources support and correspond to our ELLs' ages and grade levels at the elementary level of instruction. For example, leveled-age appropriate materials are carefully selected in the instruction of all students. Materials that are available in the classrooms as well as the school library are selected as outlined by early childhood education guidelines as well as what is recommended by Columbia's Teachers College for grades three, four, and five. For example, the age of the student informs the instruction to ensure that Beginner ELLs in the fifth grade are engaged with age-appropriate materials and activities that are complimentary to the content and cognitive functions that are employed in their mainstream classroom.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

In Pre-K and Kindergarten, and First grade dual language instruction function in a side by side model. One teacher teaches in English and the co- teacher teaches in Spanish. For the rest of the grades second, third, fourth and fifth we only have one teacher per grade, the instruction is rotated by day; one day in English and the next day in Spanish.

C. Professional Development and Support for School Staff

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

1. Professional development is provided to teachers on practical strategies support and respond to their students' language development needs. Through skill-based approached training, teachers learn how to plan for and effectively implement scaffolding techniques that will move students to the next level. All certified ESL instructors attend pertinent professional development in effective methodologies in ESL instruction at places such as the Bronx BETAC. ESL series at Fordham University, as well as workshops that focus on literacy for ELLs offered through the DOE's Office of English Language Learners. Teachers of ELLs who attend professional development rich in strategies for ELL instruction are given the opportunity to turn-key the acquired strategies to fellow classroom and ELLs teachers during common planning periods. In addition, ESL and classroom teachers collaborate to break down the expectations of the Common Core to the essential concepts, simplifying the language, and developing strategies that all of them can use to support English-learners in both content and ESL classes.

2. Professional development in the common core is a strength at PS 109. PS 109 has a rigorous plan for preparing teachers to teach using the common core. We work closely with The Reading and Writing Project of Columbia University. On-going professional development is offered on the program's published materials that are aligned to the common core. Teachers College frequently offers in-house coaching and in-classroom lab sessions where experts model strategies to teachers with students during daily lessons. All teachers have the opportunity to attend. Instruction is divided into a focus on upper and lower grades within the school. Columbia University's Reading and Writing Project is a highly respected, researched-based program that is comprehensive in facilitating instruction in the common core.

3. PS 109 provides support for students' transition from elementary school to middle school in the following ways: School Counselors provide information and counseling about Middle School options and which would be an ideal fit for individual students. Representatives from targeted Middle Schools also come to interactive meetings available to parents and students. Fifth grade teachers also emphasize the difference in scheduling that students will find in Middle School and how they can expect to adapt their organizational skills to the change in environment and take on more personal responsibility for their education.

4. All staff is required to attend the 7.5 hours of ELL Jose P training at the DOE-wide professional development. Special Education teachers are required to complete 10 hours of training to teach ELLs. Proof of attendance of this required training by law is held in teachers cumulative files in the man office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. At P.S. 109 we offer ESL classes to parents every Monday from 3pm to 5p.m., by providing these classes to parents we are ensuring that parents are also supporting their children while they are both leaning English. In addition, this year we will host a Book Club for parents to partake in the learning community and have opportunities to enhance listening and speaking skills that can be then transferred to their children at home.
 2. We have a partnership with "Learning Leaders: Engaging Families and Communities in Education". This organization provides a three day training for parents. The training consists of providing family workshops to inform parents about how the public school system works, ways to facilitate learning at home, and how to further their own personal and educational development. Trained volunteers provide individualized instructional support and other school-based support, to empower parents to foster their children's educational development.
 3. To make sure that we are evaluating the needs of the parents, we host meetings throughout the year, review surveys and hold school leadership team meetings to discuss the needs of the community.
 4. The needs of parents are aligned to the work and activities we engage in here at PS109. This is accomplished by partnering parents needs and strengths with the school activities in order to support both students and parents.

E. Additional Information

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

Paste response to question here:



School Name: _____

School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|--------------------------|-----------|-----------------|
| Josette Claudio | Principal | | 1/1/01 |
| Tanya Drummond | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| Annabelle Paredes | ESL Teacher | | 1/1/01 |
| Mark S Escofry | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Jacqueline Paulino | Guidance Counselor | | 1/1/01 |
| Benjamin Soccodato | Network Leader | | 1/1/01 |
| Susanna Conn-Thomas | Other <u>ESL Teacher</u> | | 1/1/01 |
| Lenor Delgado | Other <u>ESL Teacher</u> | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 9x109 School Name: The Sedgwick School

Cluster: 5 Network: CFN 532

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

Part A: Needs Assessment Findings

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

The school population is 98.9% Latino and 27.4% are identified as ELLs. Based on the Learning Environment survey and the Home Language the school provides the appropriate services through school resources as well as the Translation and Interpretation Unit. Language information is maintained in ATS and on blue cards. Furthermore, data within ATS is assessed and cleaned 3 times a year to ensure that parents receive the appropriate information through our school messenger system. The school addresses all communication and parent needs through regular and timely provision of translated documents. Human resources and/or the Translation and Interpretation Unit are used to provide services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with the school community/staff regarding critical information about their child's education. The services are provided based on staff and budget availability. Posters near the school entrance provide LEP parents instruction on where and how to obtain interpretation services.

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) we have identified that the majority of students speak English and/or Spanish; therefore all information from the school is disseminated in both English and Spanish, as per parent needs and requests. For the small number of students who come from families speaking a language other than English or Spanish; 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 M21 with all other ELL-relevant paperwork. 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, as well as the PS109 Family Handbook.

Part B: Strategies and Activities

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

Written translation services are provided by both in-house services when pertaining to unique school information. These documents include but are not limited to all correspondence from the principal regarding events and meetings. Additionally, the school provides all DOE required educational information and documents containing critical information about student education in the necessary translated languages. These also include but are limited to registration, health, safety, discipline, related services, English Language Learner or non-standard academic programs and legal matters. Additionally, the school provides all correspondence regarding academic programs in the necessary translated languages, this includes but is not limited to student report cards and teacher newsletters.

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.

Oral interpretation services are provided by all in house personnel that speak a language other than English. Parent coordinator, guidance counselor, teachers, administration and main office staff provide services in Spanish for Open House, Parent/Teacher Conferences as well as all events and meetings.

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

The school will provide parents whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

The school will disseminate all parental notifications in the language they understand to ensure 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.

The school has posted near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Parents of more than 10% of the children that may speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to section VII of Chancellor's Regulation A-663.

The school will ensure that the Parent Coordinator and other school-based staff receive NYC Board training on Language Access requirements. Information regarding parents rights to obtain interpretation services is available through the Department's website. The information to the website is posted at the main entrance.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|---------------------------|
| Name of School: P.S. 109 | DBN: 09X109 |
| Cluster Leader: Douglas Knecht | Network Leader: Bob Cohen |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 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 Title III After School Program aim is to provide extra support to our English Language Learners (ELLs) in achieving English proficiency and meeting New York State Academic Achievement standards. Approximately 45 students will be selected to participate in the Title III after school program. The selected students will receive ELA and Math instruction by certified English as second Language teachers. The program also provides opportunities to grasp language and to understand the functions and forms of English. To maximize English language acquisition for ELLs, the after school program will be offered three days a week from 3:00 p.m. to 5:00 p.m. each Tuesday, Wednesday and Thursday. The program will run from January, 2013 through the last week of April, 2013.

Students identified by NYSESLAT and LAB-R scores at beginning and intermediate levels of English proficiency will be given higher priority in the selection process. Other data such as TCWRP assessments, Math and ELA simulations and predictive tests that indicate ELL's deficiencies in reading, writing and math will be also considered in the program selection process. The explicit ESL instruction will develop concept understanding, build academic language and promote written and oral language skills. Teachers in the after school program will use aligned common core textbooks to reinforce their English Language skills and the New York State ELA and Mathematics Progress Coach to prepare students for the ELA and Mathematics Exams. A workshop model will be used to scaffold ELA and content area instruction and to assist our English Language Learners meet New York State Exam requirements.

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:

Evidence shows that quality instruction is a great determinant of student's achievement. It is imperative that teachers deepen their knowledge and improve their skills. Therefore, our goal is to provide continuing quality professional development to all teachers of ELLs. Teachers will participate in

Part C: Professional Development

technology training, school-based coaching provided by educational institutions and in-house experts.

Teachers College supports our instructional program through regular lab-sites, planning, classrooms inter-visitations, and workshops. Equipping teachers with tools to understand how students learn and to implement strategies that effect changes in raising student's achievements. Estrellitas Brillantes continues its partnership with P.S. 109 to broaden opportunities for our ELL students to expand their knowledge of their native language and to explore effective teaching methods for our Dual Language teachers.

Extended day Professional Development will be offered to all classroom and cluster teachers who service our ELLs by our in-house coaches. Teachers will be invited to attend NYC Board of Education Professional Developments provided by the OELL and workshops and study groups presented by our Local Network Facilitators (CFN6), Jo Ann Benoit ; who conducts workshops on developing lessons for ELLs aligned with common core standards, differentiating instructions and developing academic vocabulary

Teaching literacy to students who have a limited understanding of the English language and with differing academic experience is a huge challenge for classroom teachers. In order to capacitate teachers with successful strategies to promote oral language development and subsequent reading skills, P.S. 109, will invite teachers of ELLs in grades k-5 to participate in an ELL study group. The study group will run for a period of six weeks every other Friday from 7:40-8:40 a.m. starting February 8, 2013. The focus of the study group will be to research and try best classroom practices on teaching reading and language acquisition to the ELL population as presented in Mary Cappellini's book: *Balancing Reading & Language Learning: A Resource for Teaching English Language Learners, K-5* Along with other resources such as the Fountas and Pinnell book: *The Continuum of Literacy Learning*, which has been purchased, to support effective use of written and oral language. Apart from researching best classroom practices, teaching reading and language acquisition to the ELL population, teachers will have the opportunity to observe one another, inform instruction and share out with the rest of their colleagues during grade meetings. This aligns with our ELL instructional plan of capacitating teachers to reach all learners including our newly arrive ELL population. The study group will count with the support of the Dual Language/ ESL supervisor and the ESL Specialists.

Ongoing Professional Development Opportunities at P.S. 109 include:

- Training in Imagine Learning and Achieve 3000.
- Training in Smart Board usage to enhance the implementation of ESL strategies.
- School inter-visitations to observe and discuss effective strategies, methodologies, and program models (i.e. Dual Language).
- Study groups to discuss best practices, content knowledge, and pedagogy to support ELLs for interested teachers.

Part C: Professional Development

- Training on analyzing NYSESLAT score data to guide instruction and form targeted learning groups.
- Training on the Workshop Model in grades 3-5 to develop targeted instruction for ELLs.
- Training through Teacher's College on Reading and Writing Workshops to develop literacy and language.

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:

Parental involvement is an essential component of the success of our school. Parents at P.S. 109 participate in the school leadership team meetings, fund raising activities, and classroom projects. One of the commitments of our school is to communicate with parents in the language of their choice and to improve capacity. Based on the fact that 72 percent of the 837 student population of our school comes from Hispanic families and that 20 percent 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. Therefore, the school provides written translation and oral interpretation in Spanish. When necessary, all correspondence is translated in other languages via the DOE translation services. School monthly calendars, flyers, permission slips and other important documents are translated in Spanish and distributed simultaneously.

In terms of oral interpretation, the Bilingual Parent Coordinator and Guidance Counselor provide oral translations at workshops and assemblies. SLT meetings are conducted in Spanish and English; four out of the six members of the team speak Spanish and provide ongoing interpretation. In sum, P.S. 109 is fortunate to have many staff and administrators 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 the children's academic achievement. In addition, we have other staff members who speak five other languages if needs arise.

As in previous years, P.S. 109 will offer parents ESL classes. The classes will be taught by a certified bilingual teacher each Monday and Friday from 3:00 to 5:00 p.m. Topics covered are those that pertain to practical everyday matters and situations. Parents will receive notification through flyers and monthly calendars. In addition, the Homework Study Hall held in the school's library will be open to parents and students after school for homework, literacy, math and other instructional needs.

Part D: Parental Engagement Activities

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|--|
| |
|--|

Part E: Budget

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

Allocation Amount: \$

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