Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **09x109**

School Name: **PS 109- THE SEDGWICK SCHOOL**

Principal: **JOSETTE CLAUDIO**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 09X109

School Type: Public Grades Served: Pre-K through 5th Grade

School Address: 1771 Popham Avenue, Bronx, New York, 10453

Phone Number: (718) 583-8878 Fax: (718) 583-7618

School Contact Person: Audrey Montas Email Address: amontas@schools.nyc.gov

Principal: Josette Claudio

UFT Chapter Leader: Larry May

Parents' Association President: Tamika Collins

SLT Chairperson: Lindsey Smith

Student Representative(s):

District Information

District: Superintendent: Leticia Rodriguez Rosario

Superintendent's Office Address:

Superintendent's Email Address: Lrosario2.@schools.nyc.gov

Phone Number: 718-579-7143 Fax:

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Walter O'Brien

Network Number: CFN 532 Network Leader: Benjamin Soccodato

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Josette Claudio	*Principal or Designee	
Larry May	*UFT Chapter Leader or Designee	
Tamika Collins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Dana Lebron	Member/ Parent	
Venus Colon	Member/ Parent	
Ruben Perez	Member/ Parent	
Norma Velez	Member/ Parent	
Marina Arcara	Member/ Teacher	
Christina Aquilon	Member/ Teacher	
Lindsey Smith	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School's Mission Statement

At PS 109, we believe that through collaborative partnerships with students, parents, and staff we will build a culture of leaders who act with integrity, resilience, and compassion. These leaders are reflective learners, problem solvers, and independent critical thinkers. Together we will work hard and positively advocate for our learning, our school community, and the community at large.

Strategic Collaborations / Partnerships / Special Initiatives

- Learning Partners Host School 2014-15- *Men Make a Difference Event*
- Teacher's College Reading and Writing Project
- Grade & Cluster common planning
- 80 Minute professional development
- Parental engagement
- Disney Musical in Schools
- NY Common Pantry
- Art Club
- Education through Music Partnership
- District wide basketball program
- Crisis Intervention Team
- Response to Intervention
- National Training Network
- PBIS Framework
- New Teacher Mentoring through New Teacher Center partnership

School Strengths, Accomplishments and Challenges

School Strengths and Accomplishments:

After closely analyzing the data from the NYC School Learning Environment survey, it is evident that the parental initiatives we established last year deemed positive results, as evidence by the growth made. See below the high percentages of parental satisfaction in the different categories:

- 96% of parents are satisfied with the Instructional core
- 93% of parents are satisfied with the systems of improvement
- 93% of parents are satisfied with the school culture

In contrast, as per the NYC School Learning Environment survey, there is a large discrepancy between parent and teacher satisfaction in the same areas. Thus, the data has prompted initiatives to strengthening teacher practice by offering deeper supports and professional development in the following areas to address these discrepancies.

- Grade common planning (Instructional Core)
- Strong professional development program (Systems of Improvement)
- Strong new teacher support (School Culture)
- Establishing a community of collaboration through numerous initiatives (School Culture)
- Developing a culture of reflective practitioners (School Culture)
- Developing a culture of trust among teacher teams who take risks, where professional inquiry is beginning to take place more organically (Systems of Improvement)

As we work to maintain the satisfaction rates of our parent community and increase the satisfaction rates of our teachers, we continue to support student body through various vehicles. We continue to focus on their social emotional learning,

with the support of The Learning Partner's program, our PBIS framework and growing a strong visual and performing arts programs, through our partnership with Education through Music and the Disney Musical in Schools grant, along with maintaining our two visual arts teachers. Such supports are providing our students with a well-rounded education.

Challenges:
Over the last few years PS 109 has endured a high teacher turnover resulting in hiring new teachers in all grades. Upon analyzing systems needed for retention of highly qualified staff; it has been assessed that the current administration must develop an appreciation of the past states, build trust in the current state and create a shared vision for the future state. Fortunately, this work has begun with the support of the Learning Partner's program. A vision statement has been collaboratively written with numerous constituents, has been casted and is currently being branded, with the purpose of sustaining it for years to come.

Unfortunately, with the limited amount of highly qualified veteran teachers, many lack the content and pedagogical knowlege, thus student data shows that the struggling learners are becoming frustrated and with limited coping skills are exhibiting undesirable behaviors, requiring us to implement a social emotional curricula. Additionally, with the more complex behaviors, our Crisis Intervention team is currently writing many more FBA's and BIP's than in previous years. As a result of the lack of content and pedagogical knowledge, many teachers are having difficulty differentiating instruction and scaffolding content to provide students access to the common core standards. This includes lacking knowledge of ESL methodologies to support the linguistic and academic needs of our ELL student population.

Therefore, this administration had committed time to establish systems to grow teachers with professional development focused on content and pedagogy to enrich Instructional rigor. New teachers will additionally be supported through strong mentor programs. We are establishing more collaborative realtionships with senior teachers that will result in growing leaders. As such, IPC's will focus on goals, action plans and strategic professional development to support the large number of new teachers and inventory the interests and skills of our senior teachers.

Areas of Most Growth in 2013-14
The area of most growth is in data analysis. We have opened the books and shared a level of transparency with our community through data dives and a deeper analysis of instruction that has helped identify areas in need of strengthening. Teachers have been invited to cabinet meetings to be part of data analysis, teams of teachers are participating in data analysis with a lens on trends and patterns. The sharing of data across grades has created more cross grade collaboration, rich discussion using the problem of practice protocol and a focus on student outcomes.

Key Areas of Focus 2014-15

- Provide opportunities for teachers to form inquiry groups around areas of high interest and research best practices. These groups will then work throughout the year gathering data from our school population and provide support to teachers in the implementation of the best practices for X109.
- As well as participating in a high interest inquiry team, each teacher will work with a coach/mentor who regularly visits the classroom and provides practical and authentic feedback.
- Devise a system for collection of data to track the effect of professional learning. Analysis of data at set times over the school year will allow us to monitor the learning and its effect on teacher growth. If things need to change, we will change them, but only after analysis and consideration.
- Solidify the systems and structures devised in 2013-14 school year. Assess their effectiveness and revise if necessary
- Continue with our Instructional Focus of Productive Struggle through the development of cognitively challenging activities, thinking skills and knowledge of students
- Implementation of a Social Emotional Curricula in order to support students with skills that will enable them to participate in learning experiences, as well as increase students' capacity to learn. Professional development will be initially provided to teachers, to equip them with the skills needed to enhance student learning by integrating social-emotional competencies with academic learning.

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At PS 109, we set high expectations. We are highly aware of the struggles for our students when approaching complex, multi- step word problems, primarily due to the complex language in these problems and our students' lack of foundational skills. Thus, our challenge lies in finding a balance between building students' foundational skills while also ensuring and maintaining rigorous and challenging instruction. We recognize the importance of tracking data to inform the most effective math instruction.

After triangulating our Math data in cabinet and grade teams, it is evident that there is a great need for us to improve our math instruction to adequately address the needs of all of our students; those who are lacking foundational skills, while ensuring and maintaining rigorous and challenging instruction through the use of complex word problems and performance tasks.

Our data on the NYS Math test demonstrates that half of our students are performing at level 1. It also demonstrates a decline of math proficiency of students performing at levels 3 and 4. (See below)

Our 2014 math NYS data:

- 3rd grade – 44.53% in level 1
- 4th grade – 48.95% in level 1
- 5th grade – 55.24% in level 1

Decline of math proficiency of students performing at levels 3 and 4 from 2013 to 2014:

- 3rd grade - 15.33% of students in levels 3 and 4 that represents a decline of 13.4% from 2013.
- 4th grade - 15.38% of students in levels 3 and 4 which represents a slight increase of 6.54 5 from 2013.
- 5th grade- 11.43% of students in levels 3 and 4, which represents a decrease of 3.89 % from 2013.

While many students are performing at grade level in math, the most startling data was our MOSL data where students showed no progress in math. This data prompted a more thorough investigation of the state of the school in mathematics, which led the administrative team to look at the following practices with a critical lens: math common planning, math instruction and data collection.

Metric	N	School	Peer Minimum	Peer Maximum	Percentage Peer Range	City Minimum	City Maximum	% City Rangy	Metric Score	Weight	Points
Math Median Adjusted Growth Percentile	**238**	**39**	**41**	**80**	**0%**	**39**	**84**	**0%**	**0%**	**4.38%**	**0**
Math Median Adjusted Growth Percentile for Lowest 3rd	**81**	**54**	**60**	**89**	**0%**	**52**	**91**	**5.6%**	**1.40**	**4.38%**	**0.06**

Within common planning, we have observed that teachers content knowledge and pedagogy of math is lacking. Teachers have consistently planned math without the standards and goals of the unit in mind. As such, we have established protocols in planning to address this need. Additionally, as a result of this lack of knowledge and ineffective planning

practices, many teachers teach from lesson to lesson without drawing upon previously taught skills and strategies.

To complete our triangulation of the data, we conducted administrative walkthroughs during math instruction. During the walk through, students were asked several questions: What skills did they learn last year that they could use this year? What skills did they learn in previous units of study that they could apply to the current unit of study? Additionally, Student work folders and anchor charts are checked to see if there are links between learning.

What can be concluded is that teachers are not teaching for transference and that students are not transferring the skills learned in previous units and in previous years to current units of study. Teaching in these compartments and not making the alignment from unit to unit and year to year makes it difficult for students to learn concepts deeply. The teaching for transference will be one that we look at more closely this year, as it is necessary for teachers to make these connections for students initially.

We have begun conducting math data chats with teachers, where we looked at closely at the ways that they are collecting math data, and how teachers are planning out lessons based on that data. We noticed inconsistencies with the ways that teachers collect data. Additionally, we concluded that there many teachers lacked the pedagogical knowledge of how to develop students' full understanding of math concepts, especially where students understanding of concepts varied. As such teachers primarily relied on one method of teaching mathematics: through the algorithm method. It also became evident that many teachers didn't understand the theory of action behind the different methods of delivery and their purposes. For example, many teachers allowed students to complete a "sprint" activity meant to develop the mental math skills through in 1 minute increments for sometimes over 20 minutes.

In line with our Instructional Focus of the Productive Struggle, we will be working this year to design instruction that is challenging, while providing students with instructional supports. We will also build strong teaching practices in mathematics to target specific content needs.

Domain	Focus Standard	Sample Question	Instructional Resources	Instructional Practices
Kindergarten Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	KOA.2 **Solve addition and subtraction word problems**, and add and subtract within 10, e.g., by using objects or drawings to represent the problem	How can we find the number of fruits in this collection? If you eat the strawberries, will you have less than 10 fruits?	Engage NY Module 4 www.Illustrativemathematics.Org for Kindergarten Performance tasks www.k-5mathteachingresources.com for standard aligned applications	**Concrete:** Counters to model mathematical thinking, **Pictorial: Visual models such as:** Number bonds, tens frames, part-part total diagrams. **Abstract:** Connecting the concrete to the pictorial SOLVE Method Addition and Subtraction Math Centers Addition and Subtraction Math Games **Fluency Practice**: Counting up to 10 Counting down to 0
First Grade Understand and apply properties of operations and the relationship between addition and subtraction.	1. OA. 1 **Use addition and subtraction within 20 to solve word problems** involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Fifteen apples were on the table. I ate some apples. Then there were three apples. **How many apples did I eat?**	Engage NY Module 2 www.Illustrativemathematics.Org for Kindergarten Performance tasks www.k-5mathteachingresources.com for standard aligned applications	Concrete: Counters to model mathematical thinking, **Pictorial: Visual models such as:** Number bonds, tens frames, part-part total, and other grade appropriate diagrams. **Abstract:** Using the standard algorithm SOLVE Method SOLVE Rubric Addition and Subtraction Math Centers Addition and Subtraction Math Games
Second Grade	2. OA.**1 Use addition**	Sally went shopping. She	Engage NY Module 4	**Concrete:** Counters, base

Represent and solve problems involving addition and subtraction.	**and Subtraction within 100 to solve one- and two-step word problems** involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	spent $86 on groceries and $39 on clothing. a. How much more did Sally spend on groceries than on clothing? Show your work. b. After Sally's shopping trip she had $12 left. How much money did she have to begin with? Show your work.	2.OA.1 Performance Tasks from www.Illustrativemathematics.org www.K-5mathteachingresources.com	ten blocks, bundles, and other tools to model mathematical thinking, **Pictorial: Visual models such as:** Number bonds, tens frames, part-part total, bar models and other appropriate diagrams. **Abstract:** Using the standard algorithm SOLVE Method SOLVE Rubric Addition and Subtraction Math Centers
Third Grade Represent and solve problems involving multiplication and division.	3.OA.8- **Solve two-step word problems** using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**High Hanging Fruit** Jerome had 23 farm animal stickers and 17 sea animal stickers. Jerome used all the stickers to fill an 8-page scrapbook. He put the same number of stickers on each page. How many stickers did he put on each page?	NTN Lesson 14 Engage Module 3 Performance Tasks from www.illustrativemathematics.org	**Concrete:** Appropriate use of manipulatives such as counters, base ten blocks, money, place value charts. **Pictorial:** Math graphic organizers, diagrams, and other visual models. **Abstract:** Algorithms, Consistent use of the SOLVE method Consistent use of the SOLVE rubrics for self assessment
Fourth Grade Use the four operations with whole numbers **to solve problems**	4.OA.3- Solve multi step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess reasonableness of answers using mental computation and estimation strategies including rounding.	**High Hanging Fruit** Alex bought 2 printer cartridges for $28 each and a printer for $85. He gave the cashier $150. How much change should Alex have received from the cashier?	NTN Lessons 11 Engage Module 1 Topics D-F Performance Tasks from www.illustrativemathematics.org	**Concrete**: Bills, base ten blocks, place value charts, dry erase boards. **Pictorial**: Step by step graphic organizers, procedural diagrams, bar models and other appropriate visual models. **Abstract:** Standard algorithms, inverse operations. Consistent use of the SOLVE method Consistent use of the SOLVE rubric.
Fifth Grade Analyze patterns and relationships when solving word problems Perform operations with multi-digit whole numbers and with decimals to hundredths	5.NF.6- Solve **real world problems** involving multiplication of fractions and mixed numbers e.g. by using visual fraction models or equations to represent the problem	**High Hanging Fruit** Austin collected 30 9/10 kilograms of glass for recycling. Exactly 2/3 of the glass he collected was blue. What was the total amount, in kilograms, of blue glass Austin collected?	NTN Lessons 20 and 21 Engage Module 4 Performance Tasks from www.Illustrativemathematics.org	**Concrete:** Fraction Strips, Measuring Spoons, Measuring Pans/Cups, Granulated Cylinders. **Pictorial:** Using visual models to represent wholes and parts of a fraction such as; diagrams of circles and fractions strips. **Abstract:** Bridging the verbal statement to the algorithm. Using and applying the multiplication of fraction rule, SOLVE rubric for self assessment. **Language:** Focus on the

				language used to build understanding ("1/2 group of 2 items")

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, 60% of students in grades 2 through 5 will be able to successfully problem solve multi-step problems utilizing the SOLVE method as measured by module assessments, Engage NY performance tasks and schoolnet created assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
A common language will be used across grade levels to strengthen problem-solving techniques and promote coherence and alignment. Beginning in kindergarten, students will begin to use the SOLVE method for problem solving. (Study the problem, Organize the facts, Line up a plan, Verify the answer, Evaluate your answer)	Teachers	Monthly	All teachers administrators NTN Math Consultant /Coach, School Based Coach
Teachers will continue to plan collaboratively by first unpacking the standards addressed in each module, completing the performance tasks with the purpose of developing a deeper understanding of where students may struggle. Once the possible struggles are identified, teachers will work together to develop a toolkit of strategies teachers can provide to students.	Teachers	Ongoing throughout year	Administration
During informal observations, administrators will interview students, focusing on the following questions to assess for transference: What did you learn last year in math that could help you this year? What skills did you learn in the previous unit that could help you this unit?	All Students	Weekly	Administrators
Close reading strategies where students read to determine what the problem is really asking, what strategy needs to be accessed and what answer makes the most sense. Math talk will be used to support rigorous work in understanding of concepts.	All students	Weekly	All teachers
The use of CCLS aligned performance tasks to connect the standards of mathematical content with the standards of mathematical practice. These tasks will also be aligned to the math modules and teaching modalities being modeled in grades k-5. As a school	Teachers	Ongoing throughout the year	All classroom teachers, RTI providers,

community, we will focus on standards 1 (Making sense of problems-persevering) and 4, Mathematical Models.		for formative assessment data.	school based math coach.
We will build foundational skills through concept development When introducing concepts, teachers will use the "Concept Development" model, **Concrete examples-using manipulatives→ Models-using pictorials-->Guided Discovery→ Algorithm**	Teachers	Ongoing throughout the year for formative assessment data.	All classroom teachers, RTI providers, school based math coach.
Response to Intervention strategies will be implemented in small group instruction. Teachers will continually ask students to make links between their learning. Such questions to prompt students could be: What could you use to help you solve this problem?	All students	Weekly	All teachers administrators NTN Math Consultant /Coach, School Based Coach
Students who are ELLs and SWD will be provided extra scaffolds and supports in the classroom. Teachers will be participate in Professional Learning with the aim of highlighting strategies appropriate to these learners: question prompts, extra wait time in discussions, collaborative group work, targeted grouping. Language objectives will continue to be an important part of all lesson plans to ensure the acquisition of academic language in all subject areas.	ELLs SWD	Daily	All teachers and administrators
Instructional coaches and consultants from NTN, Learning Partners, and Network Support Achievement Coaches will be employed to provide ongoing support to teachers and administrators			
Instructional coaches and consultants from NTN, Learning Partners, and Network Support Achievement Coaches will be employed to provide ongoing support to teachers and administrators. Trust – as with the goal for Collaborative Teachers, this goal is highly reliant on the trust to be developed between all members of the staff and administration. All the school staff – not just the classroom teachers responsible for ELA instruction – needs to be supportive of the development of this transference between learning. Math skills, understanding developed in science and social studies, aesthetic awareness developed in art and music, skills practiced in gym, social and emotional skills developed during lunch and recess; all these skills transfer to deeper learning in students.	Teachers	Ongoing throughout year	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Professional Learning sessions – times need to be built into PL calendar to allow for teacher development of strategies to support the success of this goal; e.g. how to effectively teach metacognition, strategies to support

ELLs and SWD, the alignment of Reading and Writing units

- Administration will need to make checks in walk throughs to ensure teachers are supporting students in the development of this goal
- Teachers will need to work collaboratively during Common Planning to ensure such practices as close reading and creation and use of performance tasks are aligned across the grade
- The math committee constituents represented by different grade levels of the school community will support with the math pacing revisions, curriculum alignment, implementation of performance tasks, teacher content support and other areas of professional development.
- Budget to accommodate the work of the Instructional coaches and consultants
- Instructional leaders, coaches, and NTN consultant will facilitate informed discussions on the implications of the instructional shifts in Math within and across the grades
- Instructional leaders, coaches, and NTN consultant consultants will facilitate Common Planning with specific focus on planning instruction, assessment student work and revising curriculum.
- Math AIS Provider will service 4th & 5th grade students in the lowest third school wide
- Technology will be used in all classrooms to support instruction (Smartboard, video clips, websites)
- ARIS Learn will be utilized to access resources in differentiation and the Common Core.
- Special education liaison from the Network will be invited to provide professional development on individualized instruction; specifically targeting our ICT classrooms in using varied teaching models.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	X	**Title I Basic**		**Title IIA**	x	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, we will compare our common core aligned performance task data to the needs outlined above to assess for progress and areas of continued support. Once areas are indentified teachers will plan for subsequent math units to strategically embed the needed skills.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
P.S. 109 is a collaborative community with collective systems of Crisis intervention Team (CIT), Positive Behavior Intervention System (PBIS), School Implementation Team (SIT) and School Leadership Team (SLT) to support teacher and student Social Emotional Learning (SEL). Members of these committees have analyzed data including OORS reports, parent communication logs, parent intake forms, in-house incident reports, as well as, the NYC School survey. Teacher responses on the NYC school survey indicate only 30% of teachers feel safe in the school and 15% would recommend this school to parents. Only 38% of teachers feel order and discipline is maintained. 88% feel adults respect students however, only 63% of the teachers feel most students do not treat them with respect. This data shows that behavioral expectations were ambiguous, which resulted in inconsistent reinforcement of intended objectives. As a result, student engagement and focus are compromised.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By September 2015, we will continue to develop a culture of respect and rapport where we promote trust amongst all stakeholders. We will strengthen our school wide structures to support personnel development in the preventative and intervening strategies which will result in cultivating student behavior that reflects integrity, resilience, and compassion. We will measure this growth using the 2014-2015 NYC School Survey alongside in-house and DOE related reporting systems. This will reduce the number of behavioral incidents and CIT referrals, removals ,and suspensions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Clear standards of conduct and expectations • The principal made strategic organizational decisions to identify and include a Director of Student Support Services who will lead the teacher team (PBIS Committee) in the	All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.	September 2014 to December 2014	Administrative team, Instructional Cabinet, PBIS committee

creation, implementation, review, and revision of the initiative (PBIS). • The PBIS Committee will assess and revise the PBIS matrix, which outlines clear expectations for student conduct in conjunction with social emotional competencies. These expectations will be accessible, clear, age appropriate, and culturally consistent standards that will support desired behaviors. • Engage personnel in professional development reflective of the social emotional competencies. In addition these learning opportunities will work to develop a common language around and understanding of social-emotional learning. • Engage personnel in professional development understanding and developing familiarity of NYC's City Wide Discipline Code coupled with the newly revised PBIS matrix.			
Monitoring of student behavior • Staff will continue to strengthen their monitoring of student behavior utilizing the school wide behavior chart. • Students having difficulty following expected parameters will receive an individualized behavior plan, which will be developed collaboratively from the various related constituents within the school. • Administrators will regularly monitor and provide actionable feedback to teachers in an effort to maintain order and discipline • Engage personnel in developing and understanding of the indicators that demonstrate knowledge of the competency, 2D of The Danielson Framework, while targeting desired effective outcomes. Organize a study group with the book *Discipline with Dignity* for personnel who have been identified as falling on the lower scale of the Danielson Framework in competency 2D: managing student behavior. Engage personnel in professional development with an emphasis on the utilization of differentiated techniques and strategies in an effort to sustain engagement of students.	All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.	On going beginning September 2014	Administrative team, Instructional Cabinet, PBIS committee, Crisis Intervention Team
Response to student misbehavior • All personnel will implement the outlined discipline responses in accordance with all the procedural requirements of Chancellor's Regulation A-443 in NYC's City Wide Discipline Code and our school Discipline Protocols. • The Crisis Intervention Team (CIT) will	All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.	On going beginning December 2014	Administrative team, Instructional Cabinet, Crisis Intervention Team

publicize the work being done to support Tier 2 and Tier 3 students. This includes collaborating on action plans and behavioral interventions. • CIT members will follow outlined discipline protocols and model the supports to Tier 2 and Tier 3 students. • CIT members will provide professional development to the school community that will include case studies and role-playing. • CIT members will provide basic crisis training to school community. • CIT will monitor and revise the behavior plans of Tier 2 and Tier 3 students to ensure that we maintain a culture of respect and rapport.			
Preventive action when needed • Classroom teachers and clusters will strengthen effective classroom management systems thereby furthering structures utilized in classrooms • A behavioral modification plan will be implemented and evidenced in each classroom. The expectation is that all plans will have rewards and consequences to maintain appropriate classroom management. • Teachers will provide rigorous and differentiated instruction in an effort to deter inappropriate classroom behaviors. These lessons will include clear expectations for each lesson guides students throughout each lesson. • By January 2015, commence the implementation of the Four R's (Reading, Writing, Respect & Resolution) curriculum in Kindergarten and Grade 4. • By January 2015, create two Social Emotional Learning lab sites in a lower grade and an upper grade classroom. These sites will serve as a model for positive student to student, and student to teacher interactions that will result in desired behaviors within the classroom setting. Model classrooms will work within the instructional frameworks of our school to demonstrate the correlation between rigorous instruction and student engagement.	All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.	On going beginning September 2014	Administrative team, Instructional Cabinet, PBIS committee, Crisis Intervention Team
Reinforcement of positive behavior • All personnel throughout the day will consistently monitor student behaviors. Students will be rewarded using class coupons and Star punches and acknowledgements. The language used and feedback given will align to the matrix>	All students	Ongoing beginning September 2014	All school staff---Administative team, Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.

• Parent notification – parents will be regularly informed of their child's behaviors as well how those behaviors impact learning in class. Teachers will record all parent interactions using the Parental Engagement Log. • Extracurricular Activities - PS 109X has expanded extracurricular activities through sports, performing arts, and visual arts, which align to our PBIS Framework. Students in 2nd-5th grades, who consistently exhibit compassion, integrity, and resiliency throughout the school day are invited to join extracurricular activities such as: The Basketball Team, Art Club or Disney Musical. In addition, as a school community, we showcase the arts program. Students in all grade levels are included in our school-wide Art Show and Seasonal Concerts. These initiatives promote equity and collaboration among teachers. Furthermore, these activities serve as an incentive for our tier 2 and tier 3 students to be reflective learners who are resilient members of our school community. • Class Coupons – Entire classes will be consistently rewarded by staff for exhibiting behaviors that exemplify integrity, dignity, compassion, critical thinking and problem solving. • Shout Out – all staff members and students of PS 109 will have the opportunity to "Shout Out" another person's actions that warrant praise.			
Trust – this element of the Capacity Framework is essential to the success of this goal. The whole school community is involved in its success. Without showing value of each other, school staff, parents, students and administration will not move to more positive, focused behaviors. One strategy in place is the Weekly Message where the school administration highlights positive staff interactions and collaborations in the Celebrations section. Essential to this element of reciprocal trust is to hold each other accountable to the systems and protocols prescribed for the function of the school community.	Whole school community	Daily	Whole school community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administration will need to make checks in walk throughs to ensure teachers are supporting students in the development of this goal • Professional Learning sessions – times need to be built into PL calendar to allow for teacher development of

strategies to support the success of this goal

- Teachers will need to work collaboratively during Common Planning to ensure common language and understanding of discipline protocols.
- Budget to accommodate the work of the Instructional coaches and consultants
- Instructional leaders, coaches, and network support will facilitate informed discussions on the implications of Social emotional curriculum to our stuents.
- Technology will be used in all classrooms to support instruction (Smartboard, video clips, websites)
- Four R curriculum to be purchased for selected classrooms.

Budget to accommodate rewards and incentives for students.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	x	**Title I Basic**		**Title IIA**		**Title III**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Provision of technology such as IPads, SmartBoards, printers, computer software etc. and maintenance where necessary (Reso A funding)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, the CIT committee and the PBIS committee will trangulate OORS, in school incident reports and refereals to the CIT to determine how many students require tier 2 and tier 3 supports.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The challenge PS 109 faces is the varying experience of our teaching staff. We have 23 new teachers with varying needs, which require a systematic approach to professional learning to ensure they are richly supported in their early years of teacher development. At the same time, our veteran teachers, with 10 or more years of experience, require professional development that requires multiple entry points.

According to the Learning Environment Survey from 2013-14, 62% of teachers agree that administration provides time for collaboration to occur between them, as much of the collaboration was provided for classroom teachers during grade common planning. Fortunately, 85% of teachers believe that working together on teams helps to improve their instructional practices. At the core of true collaboration is trust- teachers must be able to trust each other to openly share problems of practice and seek authentic support. 85% of the teachers trust each other, compared to the 15% of teachers who shared that they didn't trust each other. However, based on this school year's observations, teachers are having difficulty trusting each other based on their lack of collaborative practices outside of the structures administration has established for them to collaborate, such as common planning. As such teachers rely heavily on getting ideas and responses from administration to their questions and problems of practice, thus we are seeing a need to strengthen collegial relationships.

Additionally, the Learning Environment survey shows are huge disparity between teachers' perception of the schools' systems and structures and school culture versus the perception of parents around these same areas. That is, only 64% of the teachers were satisfied with the schools' systems for improvement versus 93% of the parents were satisfied. Likewise, 73% of teachers were satisfied with the school's culture versus a high percentage of the parents satisfied with the schools' culture: 93%. This data all points to the fact that we need to build more collaborative partnerships among staff so that they too could be part of the solution.

We realize this takes time and patience but, with appropriate coaching and support, this will happen. A double block of common planning time is given to each grade team, including cluster teachers weekly and during that time, a grade leader is encouraged to guide the team through planning and reflection of the classroom program. Some grade leaders have been in their positions over a number of years, others are quite new to the role, and there is great variance in their skills. The result of this is great inconsistency between the grades and teachers often use the bulk of the time for administrative tasks rather than instruction.

Our future goal will be for teachers to develop these leadership roles more organically, but until then, we wish to support collaboration between colleagues by establishing strong leaders who can model sound practices to the grade team members. The challenge PS 109 faces is the varying experience of our teaching staff. We have 23 new teachers with varying needs, which require a systematic approach to professional learning to ensure they are richly supported in their early years of teacher development. At the same time, our veteran teachers, with 10 or more years of experience, require professional development that requires multiple entry points.

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difficulty trusting each other based on their lack of collaborative practices outside of the structures administration has established for them to collaborate, such as common planning. As such teachers rely heavily on getting ideas and responses from administration to their questions and problems of practice, thus we are seeing a need to strengthen collegial relationships.

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We realize this takes time and patience but, with appropriate coaching and support, this will happen. A double block of common planning time is given to each grade team, including cluster teachers weekly and during that time, a grade leader is encouraged to guide the team through planning and reflection of the classroom program. Some grade leaders have been in their positions over a number of years, others are quite new to the role, and there is great variance in their skills. The result of this is great inconsistency between the grades and teachers often use the bulk of the time for administrative tasks rather than instruction.

Our future goal will be for teachers to develop these leadership roles more organically, but until then, we wish to support collaboration between colleagues by establishing strong leaders who can model sound practices to the grade team members.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, each Grade Team Leader will actively facilitate a team of teachers by consistently utilizing the previously established protocols in an environment where teachers mutually respect and cooperate with each other whereby a culture of professional inquiry is nurtured. This will be evident when all teachers feel they can contribute any thoughts or ideas in grade team meetings, and outside the designated time for planning with the goal of aligning instruction, feedback and assessment as a means to positively impacting student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Each common planning time will have agendas with time allocated for the development of professional collegial relationships through reflection and planning of instruction with the goal of moving toward improved instructional skill and student success. Grade level common planning meetings will be used to ensure rigorous and coherent curriculum based on the Common Core Learning Standards Where data collected during common planning reflects area of need	Teachers in teams and grade team leaders	Weekly	All involved in grade teams

for enriched instruction; 80 minute PD will support grade teams in vertical planning.			
Grade team leaders will seek professional learning opportunities for them to develop skills necessary in leadership. This may involve training provided by outside agencies or asking for support and mentoring from resources found within the school.	Grade team leaders	Ongoing	Grade team leaders
To build capacity, grade leaders will be guided through the following collaborative practices: • Problem of practice in teacher teams • Walk throughs with extended cabinet which include teacher leaders • Book club where teachers volunteer to take a facilitator role Sharing of strong practices on weekly message so that teachers could seek targeted support in their areas of growth.	Teachers in teams and grade team leaders	Weekly	All involved in grade teams
Trust is the foundation of this goal. This element will form the basis of each team member's conversation as they spend more time together over the year. Likewise, trust needs to be developed between grade team members, between grade team members and grade leaders, and between grade team leaders and administration. Without this element, this goal will not be achieved.	Teachers in teams, grade team leaders and administration	Ongoing	All involved in grade teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Time given in school schedule each week to grade/ cluster team meetings • Instructional leaders, coaches, Generation Ready consultant, NTN consultant and TCRWP consultants will help facilitate Common Planning with specific focus on planning instruction, assessment, student work and revising curriculum when needed. • Administration will hold weekly extended cabinet meetings to provide support for the grade team leaders

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**		**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By January 2015 grade level teams will determine their dates of meetings, upcoming agendas, and set up their facilitation responsibilities.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As we know about effective classroom instruction, teachers need to be acutely aware of the different entry points of the students in every learning experience, and so, too, we as the Administration need to be consistent in our support to the staff. One size does not fit all, and so we need to know where our teachers are along the continuum of the Danielson Framework, what supports they need, and then provide them with the necessary tools and strategies to grow them. With such a new teaching staff, along with a third of the teachers that have a wide range of experiences with different abilities and understandings, the challenge lies in the ability to find the entry point for their individualized support.

The reason that acknowledging the strengths and remediating the weaknesses of teaching staff is so important is that student learning is at stake. The impact of the teacher on student achievement has been recognized in research studies, most recently highlighted again in John Hattie's work where he extols teachers to "Know thy impact."

At PS 109, we want to align our goals for the CEP so that impact is maximized. We have set clear expectations throughout the CEP that teachers will work in collaboration for improved student learning – in ensuring that instruction is aligned and linked for students. Our goal is to support the growth of all our staff but this year to focus on developing those in leadership over the majority – any member in the community with leadership over a professional learning team, such as grade leaders, committee leaders, mentors, instructional coaches and model teachers.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2015, each leader of a professional learning community will have developed strong leadership capacities that will be evident in the impact shown in classrooms and other learning environments. Staff in their teams will rate their leadership as effective or highly effective on a Likert scale when given qualities to measure.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

• Activities that address the Capacity Framework element of Trust			
Grade Team leaders have been trained on how to facilitate grade meetings with established protocols that begin with looking at student work and allows them to equally distribute the workload. Administrators will regularly provide coaching and feedback to all grade team leaders as they facilitate team meetings.	Identified teacher leaders	Ongoing	Administration
Administration, with the support of consultants, will give professional learning support on the importance of effective teacher teams and their impact on learning for all students- SWD's and ELL's	Grade team leaders	Monthly	Administration
Grade team leader meetings are held monthly to help train the leaders in their developing role. All school-wide initiatives are reviewed during this time to ensure that grade leaders understand the theory of action of each initiative, how to message them to get buy in and how to support teachers in implementing them.	Grade team leaders	Monthly	Administration
The collaborative practices of teacher teams and the impact on student learning will be publicized through the Principal's Weekly Message	Grade Team Leaders	Weekly	Principal and APs
Two grade team leaders were identified to attend professional development at the network on the "Power of Teams". During monthly grade team leader meetings they will turn key their learnings on effective teacher teams.	Identified teacher leaders	Ongoing	Administration/ Network staff
Several teacher leaders within the school building have been identified as mentors: the IEP teacher, math instructional coach and Director of Student Support Services. Each mentor has begun mentor training through the New Teacher Center and will receive certification as a DOE mentor.	Identified teacher leaders	Ongoing	Administration and identified teacher leaders
During extended cabinet meetings, all mentor/ instructional coaches will engage in reviewing teacher feedback utilizing an inquiry approach as a means to improving teacher practice.	Mentors/Instructional Coaches	Weekly	Administration
An Assistant Principal with the support of instructional consultants, will lead the grade team leaders in a Book Club designed to provide modeling of highly effective teaching practices such as rigorous questioning, metacognitive process development and close reading. This will coach the leaders in practices that mirror the school goal for Rigorous Instruction and will provide practical support in how to facilitate a collaborative learning team.	Grade team leaders	Weekly / monthly	AP and Instructional Consultants
Trust – as with the goal for Collaborative Teachers, this goal is highly reliant on the trust to be developed between all members of the staff and administration.	All staff	Ongoing	All staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administration seeks support for leaders from the network. • Time is given regularly to developing the skills of teacher leaders. • Regular professional learning time is provided for teams to develop their skills in working collaboratively for a defined purpose, i.e. student achievement. • Whole school focus on PD days will have teacher collaboration at its core. • Budget will be monitored if courses are accessed for developing teacher leader skills.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**	x	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By January 2015 members of the leadership will conduct leadership self assessments and team surveys to deternmine areas of continued growth with goal ensure alignment to school vision and initiatives.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After close analysis of the NYC School Survey, it is evident PS 109 must assess and revise strategies to effectively engage parents. According to the 2013-2014 NYC School Survey, 55% of parents were satisfied with the education their child has received, this is down 10% from 2013. 50% of parents are satisfied with the response you get when you contact your child's school, -15%. Parents satisfaction with the response when contacting the school was 63% in 2013 compared to 55% in 2014.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

PS 109 will strengthen its' focus of parental engagement. One of the Chancellor's Four Pillars is to engage parents in every aspect of school life. By encouraging a heightened participation in the life of the school, a collaborative partnership will develop between teacher, student and parent. Staff members will engage families in various ways throughout the school day as well as after school. Dedicated time will be built into the schedule each week to enable staff members to reach out to families through the creation of quarterly class newsletters, weekly phone calls, face-to-face meetings, grade level parent workshops (5 grade level workshops in a year), and/or written correspondence such as email. The purpose of this communication will be varied – sharing behaviors, inviting participation in a classroom or school activity, notifying of a student's progress or achievement. Participation in all aspects of the life of the school will increase by 50%, and will be measured by increased participation at parental engagement workshops; as well as communication made during face to face meetings as measured by attendance recorded on parent communication logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

Engage staff in professional development sessions that support effective strategies to engage parental involvement. This will provide opportunities for parents to understand both the instructional program and their child's progress. Teachers will solidify relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process.	Whole School	Year-long	Teachers, Administration, Office Staff
Engage the parent coordinator in professional learning to strengthening staff and parent collaboration aligned to the vision of PS 109. Reinforce collaboration between the Parent Coordinator and Parent Association with the purpose of establishing norms and protocols for initiatives to support in facilitating activities and workshops related to school pride and parent needs.	Parent Coordinator and PA	On- Going	Instructional cabinet
Documentation of parent communication will be assessed and revised. Communication will be monitored through our Parent Engagement Log.	All teachers	Monthly	Grade Team Leaders
PS 109 will continue to engage parents in their child's academic success through participation in academic celebrations such as Writing Celebrations, family nights and parental workshops in order to support parents with academics, discipline and community. Trust – this element of the Capacity Framework highlights the need for strong family relationships within in the school. Trust will develop over time after strong protocols established for parent / teacher contact, and with the monitoring of these protocols by the Administrative Team , Public relations committee and Parent Coordinator.	Parents	Monthly	Grade teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Parent Coordinator training – budget and time implications • Teachers to be trained during Monday Professional Learning session in December • Teachers to use time provided on Tuesday afternoons for parent engagement • Social emotional curriculum with parent engagement component • Parent association commitment to communicate parent needs

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	**Tax Levy**	X	**Title I Basic**		**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
By January 2015 the parent coordinator will assess parent communication logs and parent intakes to determine the level support the staff is providing in the school. We will also assess the number of parents participating school based workshops.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	State Assessments Running records MOSL assessment Pre-post assessments Level 1	-close reads -interactive writing -small group -strategy groups -individualized student resources	SETSS Reading Recovery Reading Rescue Academic success Saturday academy	-During the day -Academic success after school
Mathematics	State Assessments Pre-post assessments baseline assessments Level 1	pull out groups math centers	SETSS one to one tutoring	-During the day -Academic success -Saturday academy
Science	Science state assessment	Interactive centers	small group in the class	-During the day
Social Studies	Non- ficition literacy	Interactive writing and repeated reading	small group strategy groups	-During the 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	Lunch mediation Peer mediation Guidance counseling	One to One group	-During the day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
To ensure that the current staff becomes highly qualified P.S. 109: • Contracts on and off site professional development services from Teacher's College Reading and Writing Project Consultants • Contracts on and off site professional development services from Generation Ready • 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.

2b. 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).
The school aligns its school-wide professional development plan to the Danielson *Framework for Teaching*, academic needs of students *and the CCSS.* **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. **80 Minutes PD:** 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 afternoons and discuss plans using students work and writing rubrics for units of study across the year.

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 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	137,153.65	X	16,17,22,26
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	106,739.00		16,17,26

[1]**Explanation/Background:**

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

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

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

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

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Sedgwick 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 the school and the families. The 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 the school community. The Sedgwick 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

The Sedgwick 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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 109 Sedgwick	DBN: 09X109
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 111 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information

☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 10
# of certified ESL/Bilingual teachers: 10
# of content area teachers: 0

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 Afterschool program aims to provide extra support to our English Language Learners (ELLs) across all grades in achieving proficiency and meeting New York State Academic Achievement standards. Approximately 100 students will be selected to participate in the Title III after school program. The selected students will receive language instruction by certified, English as a Second Language teachers as well as certified bilingual teachers. The program will provide opportunities for students to learn the appropriate academic language necessary to understand challenging concepts within the content areas.

The afterschool program will run from January 21,2015 - May 28, 2015. The program will take place on Wednesday and Thursday afternoons from 2:40-3:40 and run for 30 sessions. This program will include 111 students from grades 1-5. There will be 10 teachers teaching in the program. 3 teachers with an ESL certification and 7 teachers with a bilingual certification.

Students were selected based on the AMAO data. Students identified as at risk with three or more factors will be chosen to participate in the afterschool program. Some of these specific factors are years of service/long-ELL, ELA and Math scores 1 or 2, no progress on the NYSESLAT. In addition to the AMAO data we will be using our NYSESLAT scores to help determine student groups. Students at the beginner and intermediate levels of English proficiency will be given higher priority in the selection process. More specifically 26 of our ELLs scored at or below 25th growth percientile and scored 1 or 2 on Math and ELA, 69 of our ELLs have 3 or more at-risk factors mentioned above and we have 17 ELLs with 5 or 6 years of service. Through our close review it has become clear our language learners are having particular trouble with Math and the difficult language surrounding this content area. From this understanding language within Mathematics is where our program will be focused.

Students will be grouped according to language level as well as exam scores so teachers can target the specific language needs of each learner effectively. Explicit language instruction will develop concept understanding, build academic language and promote written and oral language skills. Students will receive grade appropriate instruction with scaffolds appropriate to their language level. Teachers in the afterschool program will be following the SIOP model, forming a language objective directly connected to the content objective of the lesson. Each teacher will be working with one group to provide one hour of instruction tailored to the language needs of their learners. In order to provide these services teachers will be using high quality resources such as Engage. These resources will be used to provide

students with the opportunity to participate in grade level content at the appropriate language level.

Below shows tentative student grouping as well as overall teaching objectives. Based on the AMAO data stated above the afterschool program initiative will be to support our language learners with academic language and language strategies aligned to their grade-level math curriculum. There will be 111 students participating in the afterschool program. These students will be broken into 10 groups based on their grade level as well as language level. There are 3 ESL teachers and 7 bilingual certified teachers participating in the afterschool program.

The instructional focus for each group will be grade level math content with language objectives specific to the student group language level. There will be an emphasis on problem solving and breaking down the language in these difficult steps. Some examples of math content focus will be word problems, comparing numbers, multi step problems, operations and estimation strategies. Examples of language focus will be I notice/I wonder tasks, pictoral representations, graphic organizers, problem solving language strategies.

Grade/Language Level

Group 1: 1st/Beginner- 10 students

Group 2: 1st/Intermediate- 9 students

Group 3: 2nd/Beginner-15 students

Group 4: 2nd/Intermediate-15 students

Group 5: 3rd/Beginner-8 students

Group 6: 3rd/Intermediate-11 students

Group 7: 4th/Beginner-11 students

Group 8: 4th/Intermediate-12 students

Group 9: 5th/Beginner-11 students

Group 10: 5th/Intermediate- 9 students

Part B: Direct Instruction Supplemental Program Information

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 huge factor when increasing student achievement. It is crucial that teachers continue to grow as educators. Therefore, our goal is to provide continuing quality professional development to all teachers working with our ESL population. Title III teachers will participate in school-based coaching provided by educational institutions and in-house experts. There will also be an extended day collaborative development meeting held on the first Monday of every month from 3-4 specifically for teachers participating in the Title III program. The meetings will be supervised by the Assistant Principal. These meetings provide our Title III teachers with the opportunity to develop effective language strategies that focus on our language instructional goals. The Professional Development will focus on the development of language with the use of the SIOP model. We will be using the text; "Making Content Comprehensible for English Learners: The SIOP Model, 4th Edition", by Jana J. Echevarria, MaryEllen Vogt, Deborah J. Shortas as well as 99 Ideas and Activities for Teaching English Learners with the SIOP Model, by MaryEllen Vogt, Jana J. Echevarria. Collaborative Development Meetings Below is a tentative list of dates and topics for a series of collaborative development meetings about topics in Language Development. These collaborative meetings will include the 10 teachers participating in the Title III Afterschool program and will be run by the Assistant Principal. All workshops will take place on Mondays in the library from 2:50-3:50pm. Topics and dates are subject to change.

Part C: Professional Development

Date Focus Topic

1/5/15 Introducing the SIOP Model: Architecture of a Mini Lesson within the SIOP model, Crafting Content and Language Objectives

1/19/15 Building Background: Focus on building language using strategies specific to language learners

2/2/15 Comprehensive Input Strategies

2/9/15 Student Interaction: Building an environment that encourages interaction and collaboration

3/2/15 Practice and Application: Connecting the task with the content and language objectives.

3/16/15 Lesson Delivery

3/16/15 Review and Assessment: Multiple means of assessment; creative ways to have our language learners express their knowledge and "show what they know".

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

Part D: Parental Engagement Activities

Begin description here:

Parental involvement is an essential part of the success of our school. Bridging the gap between parent and school relationships will be a fundamental part of making this a successful year for our English Language Learners at P.S. 109. 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 positive communication. Based on the fact that 72 percent of the 831 student population of our school comes from Hispanic families and that 32 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 to ensure all parents are informed of the events of our school community.

In terms of oral interpretation, the Community Coordinator and Parent Coordinator work together to provide oral translations at workshops and assemblies. 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.

As in previous years, P.S. 109 will offer parents ESL classes. The classes will be taught by Ms. Burgos a certified bilingual teacher every Friday from 3:15 to 5:15 p.m. This program will take place from November 7th until May 29th. The program will have 23 sessions total consisiting of 13 parents. Topics covered are those that pertain to practical everyday matters and situations. Parents will receive notification through flyers and a monthly calendar. This program is not funded with Title III allocation.

In addition, Bilingual Staff will now offer parent meetings throughout the year to inform parents of the goals we have for our students and what they can do to help support these language goals. The parents are provided with strategies and tips on how to support their children and reinforce skills they are learning in school. Below is a tentative list of dates and topics for a series of parent workshops run by the ESL Team and Parent Coordinator on Language Support at school and home. It is our hope that by creating these partnerships we will begin to bridge the gap between school and home student learning. The parent workshops will be run by the 3 ESL teachers and be open to all families of our language learning population. Topics and dates are subject to change.

Date	Focus Topic
2/3/15	Empowering Parents at Home and Building Communities of Learners.
3/10/15	The Roots of Literacy.
4/21/15	Contribute to the Literacy Development of Your Children.

Part D: Parental Engagement Activities

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $24192		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 not 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 not 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☒	No☐	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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	0	0	0	0	0	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)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	43			6						49
ESL	115			29						144

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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
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
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/	B		4	2	5	6	7							

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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, flueny, 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 wtih some knowlede 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:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Students in their seccond and third year are approching standards and continue to demonstrate progress in both ELA and math. The greatest gains historically have been in the content area of mathemtics.

b. We use the Periodic Assessments to support teachers in targeting instruction in order to meeet the learning needs of every child. The data is anaylzed 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 suppport 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 speeech 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 stategies 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, explicite 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:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

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:

(a) The students understand and speak conversational and academic Spanish with some hesitancy and difficulty.

(b) The students understand parts of lessons and simple directions.

(c) The students are at a pre-emergent or emergent level of reading and writing in Spanish, some below grade level.

Intermediate:

(a) The students understands and speaks conversational and academic Spanish with less difficulty.

(b) The students are developing reading comprehension and writing skills in Spanish.

(c) The students Spanish literacy skills allow the student to demonstrate understanding in content areas in the second language.

Advanced:

(a) The students understand and speak conversational Spanish without apparent difficulty, and some academic Spanish.

(b) 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 disaggreating the previous' years summative data: NYS Math and ELA assessments and NYSESLAT assessments. Programming decisions are initially made based on this data and supplemantary 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 decsions, 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 disaggreate 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, Title1academic 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 strenghten 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 administation 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.

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

d. The plan in place in our school for Long Term Ells is focused on preparing our students to pass the NYSESLAT. 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 writng 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 stategies for the NYSESLAT in particular. These students are coached to answer question similar to those presented in the NYSESLAT because these students typically pass the ELA but fail to pass the NYSESLAT. We make ensure that explicit instruction in writing remain 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 complext texts. In addtion to this proficient students continue to be given testing accomodations and can pariticpate 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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

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-appropiate 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. Professioanl 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 stategies for ELL instruction are given the opportunity to turn-key the acquired stategies 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 devided into a focus on upper and lower grades within the school. Columbia Univerty'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 infromation and counseling about Middle School options and which would be an ideal fit for individual students. Representitives 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 trainig to teach ELLs. Proff 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 clases to parents every Monday from 3pm to 5p.m., by providing these clases 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 througout 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 strenghths 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
Jacquelinen Paulino	Guidance Counselor		1/1/01
Benjamin Soccodato	Network Leader		1/1/01
Susanna Conn-Thomas	Other ESL Teacher		1/1/01
Lenor Delgado	Other ESL Teacher		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 Interpreation Unit. Language information is maintaned in ATS and on blue cards. Furthermore, data within ATS is assessed and cleaned 3 times a year to ensure that parents receive the appropirate 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 serivces 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 nesessary 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 inlcudes 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, adminstration 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 requirments.
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.