

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

09X109

School Name:

P.S. 109 SEDGWICK

Principal:

JOSETTE CLAUDIO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 09X109
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: RoseAnn Malizia
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Katherine Carrion
Student Representative(s):

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Ave Bronx NY 10457
Superintendent's Email Address: Lrosario2.@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-8933

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
1230 Zerega Avenue, Bullpen 1
Director's Office Address: Bronx, NY 10462
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718 828-4852 Fax: 718 828-6395

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
Katherine Carrion	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dana Lebron	Member/ Parent	
Venus Colon	Member/ Parent	
Ruben Perez	Member/ Parent	
Norma Velez	Member/ Parent	
Roseanne Malizia	Member/ Teacher	
Evelyn Delgado	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Rodriguez	Member/ Teacher	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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
- Edible Schoolyard
- Art Club
- Education through Music Partnership
- District wide basketball program
- Crisis Intervention Team
- Response to Intervention
- National Training Network
- PBIS Framework
- 4R's Program for Social Responsibility
- 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 knowledge, 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 relationships 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.

09X109 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	816	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.5%	% Attendance Rate		91.4%
% Free Lunch	91.8%	% Reduced Lunch		4.0%
% Limited English Proficient	23.7%	% Students with Disabilities		22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		22.7%
% Hispanic or Latino	76.4%	% Asian or Native Hawaiian/Pacific Islander		0.1%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		4.63
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.5%	Mathematics Performance at levels 3 & 4		14.1%
Science Performance at levels 3 & 4 (4th Grade)	74.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and 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
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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 . 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.

				<p>Abstract: Connecting the concrete to the pictorial</p> <p>SOLVE Method</p> <p>Addition and Subtraction Math Centers</p> <p>Addition and Subtraction Math Games</p> <p>Fluency Practice : Counting up to 10</p> <p>Counting down to 0</p>
<p>First Grade</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p>	<p>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.</p>	<p>Fifteen apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?</p>	<p>Engage NY Module 2</p> <p>www.illustrativemathematics.org for Kindergarten Performance tasks</p> <p>www.k-5mathteachingresources.com for standard aligned applications</p>	<p>Concrete: Counters to model mathematical thinking,</p> <p>Pictorial: Visual models such as:</p> <p>Number bonds, tens frames, part-part total, and other grade appropriate diagrams.</p> <p>Abstract: Using the standard algorithm</p> <p>SOLVE Method</p> <p>SOLVE Rubric</p> <p>Addition and Subtraction Math Centers</p> <p>Addition and Subtraction Math Games</p>

<p>Second Grade</p> <p>Represent and solve problems involving addition and subtraction.</p>	<p>2. OA. 1 Use addition 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.</p>	<p>Sally went shopping. She spent \$86 on groceries and \$39 on clothing.</p> <p>a. How much more did Sally spend on groceries than on clothing? Show your work.</p> <p>b. After Sally's shopping trip she had \$12 left. How much money did she have to begin with? Show your work.</p>	<p>Engage NY Module 4</p> <p>2.OA.1 Performance Tasks from www.illustrativemathematics.org</p> <p>www.K-5mathteachingresources.com</p>	<p>Concrete: Counters, base ten blocks, bundles, and other tools to model mathematical thinking,</p> <p>Pictorial: Visual models such as:</p> <p>Number bonds, tens frames, part-part total, bar models and other appropriate diagrams.</p> <p>Abstract: Using the standard algorithm</p> <p>SOLVE Method</p> <p>SOLVE Rubric</p> <p>Addition and Subtraction Math Centers</p>
<p>Third Grade</p> <p>Represent and solve problems involving multiplication and division.</p>	<p>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.</p>	<p>High Hanging Fruit</p> <p>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?</p>	<p>NTN Lesson 14</p> <p>Engage Module 3</p> <p>Performance Tasks from www.illustrativemathematics.org</p>	<p>Concrete: Appropriate use of manipulatives such as counters, base ten blocks, money, place value charts.</p> <p>Pictorial: Math graphic organizers, diagrams, and other visual models.</p> <p>Abstract: Algorithms, Consistent use of the SOLVE method</p>

				Consistent use of the SOLVE rubrics for self assessment
<p>Fourth Grade</p> <p>Use the four operations with whole numbers to solve problems</p>	<p>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.</p>	<p>High Hanging Fruit</p> <p>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?</p>	<p>NTN Lessons 11</p> <p>Engage Module 1</p> <p>Topics D-F</p> <p>Performance Tasks from www.illustrativemathematics.org</p>	<p>Concrete : Bills, base ten blocks, place value charts, dry erase boards.</p> <p>Pictorial : Step by step graphic organizers, procedural diagrams, bar models and other appropriate visual models.</p> <p>Abstract: Standard algorithms, inverse operations.</p> <p>Consistent use of the SOLVE method</p> <p>Consistent use of the SOLVE rubric.</p>
<p>Fifth Grade</p> <p>Analyze patterns and relationships when solving word problems</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths</p>	<p>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</p>	<p>High Hanging Fruit</p> <p>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?</p>	<p>NTN Lessons 20 and 21</p> <p>Engage Module 4</p> <p>Performance Tasks from www.illustrativemathematics.org</p>	<p>Concrete: Fraction Strips, Measuring Spoons, Measuring Pans/Cups, Granulated Cylinders.</p> <p>Pictorial: Using visual models to represent wholes and parts of a fraction such as; diagrams of circles and fractions strips.</p> <p>Abstract: Bridging the verbal statement to the algorithm. Using</p>

				<p>and applying the multiplication of fraction rule, SOLVE rubric for self assessment.</p> <p>Language: Focus on the language used to build understanding (“1/2 group of 2 items”)</p>
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Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</p>
<p>By June 2016, 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.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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)</p>	<p>Teachers</p>	<p>Monthly</p>	<p>All teachers administrators NTN Math Consultant /Coach, School Based Coach</p>
<p>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</p>	<p>Teachers</p>	<p>Ongoing throughout year</p>	<p>Administration</p>

struggles are identified, teachers will work together to develop a toolkit of strategies teachers can provide to students.			
<p>During informal observations, administrators will interview students, focusing on the following questions to assess for transference:</p> <p>What did you learn last year in math that could help you this year?</p> <p>What skills did you learn in the previous unit that could help you this unit?</p>	All Students	Weekly	All teachers
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

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • 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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, Grade Teams will examine student work products of their implementation of SOLVE on math word problems. Student work will be analyzed and unit plans adjusted to meet the deficiencies.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will continue to develop a culture of respect and rapport where we promote trust amongst all stakeholders. All instructional teachers and staff will enhance students’ social-emotional skills by explicitly modeling and reinforcing the concepts learned in the Social Emotional Learning (SEL) program to ensure students grow both socially and academically resulting in 10% reduction of higher levels of infractions in incidents reported on OORS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Clear standards of conduct and expectations</p> <ul style="list-style-type: none"> • 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 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. 	<p>All school staff--- Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.</p>	<p>September 2014 to December 2014</p>	<p>Administrative team, Instructional Cabinet, PBIS committee</p>
<p>Monitoring of student behavior</p> <ul style="list-style-type: none"> • Staff will continue to strengthen their monitoring of student behavior utilizing the School-Wide PBIS matrix , which outlines clear expectations for student conduct in conjunction with social emotional competencies. • Students having difficulty following expected parameters will receive an individualized behavior 	<p>All school staff--- Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.</p>	<p>On going beginning September 2014</p>	<p>Administrative team, Instructional Cabinet, PBIS committee, Social Emotional Curriculum Liaison, Crisis Intervention Team</p>

<p>plan, which will be developed collaboratively from the various related constituents within the school.</p> <ul style="list-style-type: none"> • 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. <p>Engage personnel in professional development with an emphasis on the utilization of differentiated techniques and strategies in an effort to sustain engagement of students</p> <p>.</p>			
<p>Response to student misbehavior</p> <ul style="list-style-type: none"> • 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 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. 	<p>All school staff---</p> <p>Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.</p>	<p>On going beginning December 2014</p>	<p>Administrative team, Instructional Cabinet, Crisis Intervention Team</p>
<p>Preventive action when needed</p>	<p>All school staff---</p>	<p>On going beginning</p>	<p>Administrative team, Instructional Cabinet, PBIS</p>

<ul style="list-style-type: none"> • 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. <p>Reinforcement of positive behavior</p> <ul style="list-style-type: none"> • Class Coupons based on Attendance – coupons are distributed daily based on class attendance. Classes in grades PreK-5th that achieve 100 percent attendance with no late students for the day receive a Class Coupons to display on their classroom door. Classes with the most coupons from each grade celebrate with a variety of activities. • Claudio Cash and PBIS Store – Students receive one Claudio Cash when recognized for behaviors seen on the PS 109 Behavior Matrix. Students are to put their name on the back and put it inside their individual baggie. The Claudio Cash is good to “purchase” item from the PBIS store. • 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. 	<p>Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc .</p> <p>All students</p> <p>Whole school community</p>	<p>September 2014</p> <p>Ongoing beginning September 2014</p> <p>Daily</p>	<p>committee, Crisis Intervention Team</p> <p>All school staff---</p> <p>Administrative team, Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.</p> <p>Whole school community</p>
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<ul style="list-style-type: none"> ● 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. ● Shout Out – all staff members and students of PS 109 will have the opportunity to “Shout Out” another person’s actions that warrant praise. <p>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.</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> ● Administration will need to make check in walk through 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 students.

- 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Positive feedback by parents and staff on the Learning Environment Survey will increase by 5% as compared to the 2014-2015 SY;
- Student conflict and/or CIT referrals will decrease by 8% as compared to the 2014-2015 SY;
- Periodic Student Reflections of Early Childhood and Elementary School students to identify and track their feelings and emotions

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 a 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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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.

For the 2015-2016 school year, distributive leadership among the grade teams will be implemented school-wide. Members of grade teams will receive roles and responsibilities in their area of expertise. Through this leadership approach, collaborative working is undertaken between individuals of the grade teams who will trust and respect each other's contribution. Members of the committee will hold each other accountable, which will evoke a reflective practice, enabling actions to be critiqued, challenged and developed through cycles of planning, action reflection and assessment and replanning. Administration will facilitate by providing resources that support and enable collaborative environments with

Additionally, the Learning Environment survey shows our 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.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 15% increase in the number of teachers moving from developing to effective in Domains 2 and 3 on the Danielson Rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Each common planning time will have agendas with time allocated for the development of professional collegial relationships through analyzing student work, 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</p> <p>Where data collected during common planning reflects area of need for enriched instruction; 80 minute PD will support grade teams in vertical planning.</p>	<p>Teachers in teams and grade team leaders</p>	<p>Weekly</p>	<p>All involved in grade teams</p>
<p>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.</p>	<p>Grade team leaders</p>	<p>Ongoing</p>	<p>Grade team leaders</p>
<p>To build capacity, grade leaders will be guided through the following collaborative practices:</p> <ul style="list-style-type: none"> • Problem of practice in teacher teams • Walk through with extended cabinet which include teacher leaders • Grade Teams and Book clubs where teachers volunteer to take a facilitator role • Mentor / Model teachers attend common planning of their mentee and provide actionable feedback <p>Sharing of strong practices on weekly message so that teachers could seek targeted support in their areas of growth.</p>	<p>Teachers in teams and grade team leaders</p>	<p>Weekly</p>	<p>All involved in grade teams</p>

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
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 15th 2016 ,to be on track to meet our goal all teams will need to have engaged in at least two cycles of Lesson Study. We will assess the impact of this team collaboration via our MidYear Survey which is due 1/15/2016 and also at our Grade Leaders meeting on 1/15/2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, 100 % of the instructional cabinet will participate in leadership opportunities such as, Teacher Rounds, National Teacher Center for Mentoring, The Assistant Principal Leadership Institute and The Learning Partners Professional Development as measured by outcomes that reflect the city average in the area of Inclusive/ facilitative leadership on the Framework for Great Schools.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>Identified teacher leaders</p>	<p>Ongoing</p>	<p>Administration</p>
<p>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</p>	<p>Grade team leaders</p>	<p>Monthly</p>	<p>Administration</p>
<p>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.</p>	<p>Grade team leaders</p>	<p>Monthly</p>	<p>Administration</p>
<p>The collaborative practices of teacher teams and the impact on student learning will be publicized through the Principal's Weekly Message</p>	<p>Grade Team Leaders</p>	<p>Weekly</p>	<p>Principal and APs</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • 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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>At our monthly leadership meeting on 1/15/2016, we will monitor participation in the NTC, Teacher Rounds, APLI and LPP meetings from September to January. Each participant will select two facilitative leadership standards of focus. We will reflect on our learning and share areas of celebration and areas of growth for each individual as we revise and adjust our approach to our facilitative leadership standards of focus for the period of January 2016- June 2016. At this meeting we will also self-assess by identifying evidence aligned with our two indicators:</p> <ul style="list-style-type: none"> • How effective is the teaching and learning? • How well do teachers work with each other? • We will revise and adjust our practices accordingly?
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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%. Parent’s satisfaction with the response when contacting the school was 63% in 2013 compared to 55% in 2014.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, families and community stakeholders participation in all aspects of the life of the school will increase by 50%, and 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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</p>	<p>Whole School</p>	<p>Year-long</p>	<p>Teachers, Administration, Office Staff</p>

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.			
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 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our Parent Coordinator will prepare reports of year to date parent participation by January 15th. Data will be gathered from parental engagement sign in sheets and parent meeting logs. To meet our goal, 75% of families will need to have participated at least one times by January 15th

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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	Small Group instruction Reading Rescue	During the day -Academic success after school Academic success Saturday academy
Mathematics	State Assessments Pre-post assessments Baseline assessments Level 1	Pull out groups Math centers	One to one Tutoring Small Group Instruction	-During the day -Academic success Saturday academy
Science	Science state assessment	Interactive centers	Small group in the class	During the day
Social Studies	Non- fiction 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 section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>To ensure that the current staff becomes highly qualified P.S. 109:</p> <ul style="list-style-type: none"> • 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. • Instructional Cabinet provides professional development during the school day as well as afterschool • Participates in professional development provided by the District 9 • Structured New Teacher Institute that includes bi weekly professional development meetings, intervisitation 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The school aligns its school-wide professional development plan to the Danielson Framework for Teaching, academic needs of students and the</p> <p>New Teachers : Teachers with initial certificates and less than two years of full-time prior teaching experience will be mentored. New teachers will have been assigned a mentor to support them through the challenges of the first year.</p>

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 student's work and writing rubrics for units of study across the year.

TCI Training - Paraprofessional was 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 scaffold 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 District 9 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 lab sites 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	642,668.00		x
Title II, Part A	Federal	197,011.00		x
Title III, Part A	Federal	23,148.00		x
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,840,138.00		x

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **PS 109** 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, School Quality 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

PS 109 , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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: <u>P.S. 109 Sedgwick</u>	DBN: <u>09X109</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The Title III 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-April 2, 2015. The program will take place on Wednesday and Thursday afternoons from 2:40-3:40. This program will include approximately 100 students from grades 1-5. There will be 10 teachers with ESL or bilingual certifications.

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 percentile 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. For student grouping and instructional focus: see attached document.

-
-
-
-

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

Part C: Professional Development

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

Teachers College supports our instructional program through regular monthly lab-sites, planning, classrooms inter-visitations, and workshops. Equipping teachers with tools to understand how students learn and to implement strategies that effect changes in raising student's achievements.

Extended day Professional Development is offered every Monday afternoon to all classroom and cluster teachers who service our ELLs. Some of these professional development opportunities include, but are not limited to, how to effectively assess our ESL population, using assessments to drive instruction, strategies to meet the needs of students.

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.

Title III teachers will also be invited to attend NYC Board of Education Professional Developments provided by the OELL as well as workshops on developing lessons for ELLs aligned with common core standards, differentiating instructions and developing academic vocabulary presented by our Local Network Facilitators.

For information on the Title III Collaborative Workshop: see attached document.

Part D: Parental Engagement Activities

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

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

Begin description here: _

Parental involvement is an essential 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

Part D: Parental Engagement Activities

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 and to conduct workshops that will help parents’ capacity to improve the children’s academic achievement.

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.

As in previous years, P.S. 109 will offer parents ESL classes. The classes will be taught by 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. Topics covered are those that pertain to practical everyday matters and situations. Parents will receive notification through flyers and a monthly calendar.

-
For information on the Parent Workshops: see attached document.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 109
School Name The 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 ENL teacher, and one parent.

Principal Josette Claudio	Assistant Principal Ruth Rivera-R/Rachel Adelstein
Coach P. Roldan	Coach C. Watson
ENL (English as a New Language)/Bilingual Teacher P. Figueroa	School Counselor J. Paulino
Teacher/Subject Area N. Rodriguez/3 rd	Parent Tamika Colins
Teacher/Subject Area Y. Burgos/Bil./Kindergarten	Parent Coordinator L. Cooper
Related-Service Provider A. Feliciano	Borough Field Support Center Staff Member Luis G. Quan
Superintendent Leticia Rosario	Other (Name and Title) N. Vasquez

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	3
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	787	Total number of ELLs	197	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	2	2	1	1	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	98	ELL Students with Disabilities	30
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	84	0	0	0	0	0	0	0	0	0
ENL	107	0	29	6	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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																
SELECT ONE	23	20	18	18	13	15	14	10	5	18	10	20							0	0
SELECT ONE English		3		4		1		2											0	0
SELECT ONE Other						1			1	2		1							0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):

Number of students who speak three or more languages: 5

Freestanding English as a New 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	18	11	14	27	26	12								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2			1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	17	5	0	8	9	6								0
Emerging (Low Intermediate)	2	14	8	7	4	4								0
Transitioning (High Intermediate)	6	4	7	11	8	2								0
Expanding (Advanced)	8	4	10	13	6	8								0
Commanding (Proficient)	26	3	0	0	4	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	2	1	5	12								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	27	7	2	0	0
4	15	3	1	0	0
5	22	10	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	32	4	4	0	2	0	0	0	0
4	14	7	3	0	1	0	0	0	0
5	18	5	7	0	2	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	6	5	5	2	9		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	2	8	10	0	11	25	20	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools used to assess the early literacy skills of the ELLs at P.S. 109 are TCRWP, MOSL, NYSITELL, and informal running records. The TCRWP, MOSL and informal running records assess the command of early literacy concepts to predict later reading achievement. These reading concepts include letter knowledge, phonemic awareness, decoding, fluency and comprehension. The assessments provide teachers with information on what skills students have or have not mastered. The assessment tools also serve to monitor student progress, guide teachers instruction and to demonstrate the effectiveness of the instruction. The NYSESLAT and NYSITELL provide information on students speaking, listening, reading and writing skills of the English language. The data is used by educators and administrators to determine which instructional standards of the English language to focus on and to evaluate their program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data for students who scored at an entering level on the NYSITELL in lower grades revealed a steady progress in phonological awareness and language acquisition. However, the majority of students in the lower grades who scored at an Expanding level either stayed on the same level or digressed to a transitioning or emerging level. The data for the students in grades 3 to 5 revealed that language learners are struggling with making meaning of texts and using literary strategies for literal analysis and evaluation. They also need further academic language exposure and idiomatic language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 109 AMAO 1 target for School Year 2014-15 was 67.4% percent and the target for AMAO2 was 15.0. The school did not meet AMAO targets 1 and 2 since a lower number than the percentage intended made language progress. Approximately 7.2% of our ELLs achieved a commanding level of English language proficiency on the NYSESLAT. We noted that only nine students achieved proficiency in the 4th and 5th grades, and three students achieved proficiency in the 1st grade. The rest of the ELL population continues to stride to reach levels of proficiency. A closer analysis of the AMAO data reveals that in grades K-1 we noted the least amount of progress in the modality listening. In the 4th and 5th

th grades, we noted a prevalence of ELLs receiving 5 years of service with at least 5 or more warning indicators. ELLs in these particular grade bands performed better in receptive skills (reading and listening) and needed additional development in their productive skills (writing and speaking).

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. The NYSESLAT/NYSETELL data revealed that in kindergarten and 1st grade, the expanding students are lapsing into a transitioning level. In 2nd through 4th grades, students are remaining on the entering, emerging, and transitioning levels; and in some cases, they are regressing from expanding to transitioning, emergence and entering. Data also showed that ELLs in Dual Language programs are attaining proficiency levels at a faster rate than ELLs in free standing ENL classes. Ten out of the twelve students attaining English proficiency in the 2014-2015 NYSESLAT Exam were participants of the Dual Language Program. The data shows that our students become more proficient in both language modalities by the fifth grade.

The ELA scores showed that out of 28 opted-out third graders tested, 92 percent scored at level 1, 8% at level two and 0% at levels three and 4. On the other part out of 9 third graders in the Dual Language Program tested, 33% scored at level 1, 55% at level 2 and 11% at level 3. A similar trend is evident in the 4th and 5th grades both in Math and ELA. In the 4th grade similarly than in the ELA exam, out of 21 of the opted-out students who took the NYS Math exam, 82 % scored at a level 1, 12% at a level 2, 6 percent at a level 3 and 0% at level 4. While the 5 ELLs tested in the Dual Language Program scored 20% level 1, 20% at level 2, 60% at level 3 and 0% at level 4.

Careful examination and evaluation of the results of the ELA and Math exams lead us to conclude that the usage of the home language is a key factor in the instruction of the ELL population. There is a need to continue to provide standards-based instruction, support language development and content specific vocabulary to enable our ELLs to achieve the required levels of proficiency in reading and math.

b. In their vertical professional learning teams, teachers meet regularly on Mondays and some Tuesdays to analyze the ELL periodic data and note trends. This data is used to inform professional development, make curricular adjustments and provide targeted interventions to ELL subgroups.

c. A close analysis of the NYSESLAT Exam reveals that students are struggling with academic language. There is a need of further development in strengthening writing conventions across the grades. However, the ELL periodic Assessment also revealed that students are making steady gains in their basic interpersonal communication skills.

As part of the New York State ELA standards all students are required to reach benchmarks in all four modalities. This benchmark can be met by an increased use of the ELLs home language to support the development of the new language. Through the use of technology and programs such as RAZ, Imagine Learning and Achieve 3000 that incorporate the ELL home language usage it can be achieved.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Data of ELL's linguistic, cultural and experiential background screening is utilized to monitor, set goals and help promote English literacy within the Response to Intervention (RTI) Framework. The school uses this information to equip teachers with knowledge of improving assessment, resources and support to implement RTI effectively. Teachers work collaboratively with other colleagues to monitor these procedures and improve students' outcomes. The data-driven instruction used by teachers from formative assessment is used to make revisions of lessons and units for Tier 1. Students in need of Tier 2 instruction are provided with Wilson intervention by AIS service providers. At Tier 3, specialized assessments are used to evaluate and identify possible learning disabilities before recommendation to special education services are initiated.

6. How do you make sure that a student's new language development is considered in instructional decisions?

The school make sure that the ELL's second language development is considered in instructional decisions by providing the time, resources and support both in training and collaboration time teachers need to plan high quality, linguistically and culturally responsive core curriculum. Teachers work together by grade during common planning time to develop lessons that include language as well as content objectives and multiple-entry points to engage all learners at varying levels of English proficiency. The school provides Readers Theater for newcomers to develop oral language and uses the ELL Rigby Literacy Program among others to supplement and build reading vocabulary. These resources are aligned to the school core curriculum.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

A. English Proficient students in grades K-5 are assessed with the DRA in the target language as well as with the TCRWP in Spanish. In grades 3-5 English Proficient students are also assessed with the ELE the Spanish Reading Test to evaluate performance outcome.

B. The level of proficiency in the target language is as follows: out of the approximately 43 English proficient students that took the ELE exam in grades 3-5 in our dual language classes, 16% of the students scored at the first quartile, 47% at the second quartile, 16% at the third quartile and 0% at the fourth quartile. Thus, showing that the Dual Language program is accomplishing its goal of developing biliteracy in all program participants.

C. The Dual Language English Proficient students are performing well on state and other assessments. Looking closely at the performance of the English proficient students in the 3rd grade Dual Language Program data shows that out of the 15 students tested in ELA, 20% scored at level 1, 13% at level 2, 47 percent at level 3 and 0% at level 4. In the NY Math Exam 33.3% scored at level 1, 33.3% at level 2, 20.1 % at level 3 and 13.3 at level 4. Thus demonstrating that they are fairing well on all NY State assessments while mastering a second language and the effectiveness of the Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of the ELL Programs are evaluated by the ELL vertical professional learning team. The team uses student data (formative assessment, pre-and-post writing task, and unit assessments) to analyze student progress and determine which instructional standards to focus on, which to drop and which to continue. The data gathered from formative and informal assessment is continually used to evaluate the effectiveness of the ELLs program.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The steps followed for the initial identification of ELLs at P.S. 109 begins with the administration of the Home Language Identification Survey (HLIS) at registration. The ENL coordinator (N. Vasquez) and other ESL pedagogues (Alina Perez and J. Figueroa) supported by the Assistant Principal (Rachel Adelstein) complete the Home Language Identification Survey (HLIS) with the parents in their preferred language. If a parent speaks a language not spoken by the school personnel, then the assistance of the DOE Language Interpretation Unit is used to communicate with such parent. The HLIS procedure includes an interview with the parent and student in English and the home language to ensure accurate and timely entry of this information into the designated ATS screens. The HLIS forms are placed in the student's cumulative folder and remain a part of the student's permanent record. The mandated 4-steps ELL's placement are completed within the required 10 days in the following manner.

If after the initial interview a student's home language is English, the ELL identification process terminates at step 1. If the student's home language is not English, the ELL identification process continues to step 2. In this step the school personnel conducts a more in-depth interview with the student by reviewing his or her schoolwork, progress report, and IEP if applicable. In the absence of the afore-mentioned a grade appropriate informal or formal assessment is administered to determine NYSITELL eligibility.

Once a new admit has been found eligible for the NYSITELL, the exam is administered and the answer documents are scanned into ATS via the attendance scanner within ten business days of enrollment. Within five days of ELL determination, school informs parents of the NYSITELL results and ELL status using the NYC DOE standard parent notification letters in the parents' preferred language. All new entrants whose HLIS responses indicate a home language of Spanish and who are identified as English Language Learners based on the NYSITELL results are administered the Spanish LAB. The school uses the data from the Spanish test to support ENL instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The SIFE identification process begins right after the completion of the HLIS and is followed by an in-depth interview with parent and student. If the HLIS, parent and student responses indicate there is interruption of formal schooling prior to the child enrollment, the school will administer the Oral Interview Questionnaire. As per new regulation, if the student home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish, then the interviewer will administer the Literacy evaluation for Newcomer SIFE (LENS) to determine

if the student can be classified as SIFE. The SIFE status will then be entered in the DOE's Data Collection System within 30 days from initial enrollment in the BNDC screen as per CR Part 154.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

As per CR PART 154, NYSITELL eligibility for students entering school with IEPs from a United States School System must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of Ms. Adelstein (Assistant Principal), the ENL Coordinator, N. Vasquez and the bilingual school psychologist, and the IEP/SETTS Provider, A. Feliciano. The student's parent or guardian is also part of the Language Proficiency Team (LPT).

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is always present at each meeting of the LPT. These procedures for initial entry into the school or reentry after two years are strictly followed. The LPT convenes and discusses to determine whether the student should take the NYSITELL. In making this determination, The LPT considers and triangulates evidence of the student's English language development, which include a review of the student's history of language use in the school and at home, the results of individual evaluation conducted in accordance with procedure in the CR PART200 regulations that mandate assessments administered in the student's home language and data provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on a careful review and triangulation of data, LPT then determines that the student may have English language acquisition needs, the student must take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within five days of ELL determination, school informs parents of the NYSITELL results and ELL status using the NYC DOE standard parent notification of entitlement and non-entitlement letters in the parents' preferred language. The letters are sent home via the students and copies of letters are kept in the ESL office. Parents are given the opportunity to schedule appointments with an ESL pedagogue for further information during the parental engagement period or at their earliest convenience.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

P.S. 109 informs parents of their right to appeal the classification of their children as ELLs or non-ELLs along with the NYSITELL determination letters. Parents are notified of their right to dispute the classification of their children as ELLs or non-ELLs if they believe they have been misidentified by submitting a written request to the school within 45 days of enrollment. Upon written request from a parent or guardian or a student's teacher (with the written consent of parent or guardian) the school will initiate a re-identification process.

The re-identification process will be completed within 10 school days of receipt of written notice. However, if the Committee on Special Education must be consulted, the process must be completed within 20 school calendar days instead of 10. Parents are informed of the steps followed in the re-identification process and are made aware that the final determination of the process as to whether to change the ELL status of the students will be sent in writing in the parents' preferred language. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent for review and final decision. If the decision is to not change the ELL status, no further action is required.

If the decision is to change the ELL status, the students program must be modified accordingly. All modifications and relevant documents will be kept in the students' cumulative folders. Six to twelve months from the date of the superintendent's decision, the principal will review the re-identification process decision to ensure that the students' academic progress have not been adversely affected by the determination. In case the students have been adversely affected by the determination, the principal will provide support services to the students as defined by CR-Part 154-2.3 and may reverse the determination within the six to twelve month period.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

As parents are the one entitled to make the final decision as to the best ELL program for their children, the school then proceeds to inform parents through Parent Orientation Meetings of the three instructional models available in the NYC schools. Written information (from the DOE Web site) about the three ELLs instructional models available in the NYC public schools is also disseminated to parents in their preferred language.

During this orientation, parents can view the parent orientation video which explains in detail the three bilingual program models (Transitional Bilingual Program, Dual Language, and English as a NEW Language). The video is available in 13 different languages which makes it easier for parents who do not speak English to comprehend the importance of selecting the right program for their children. In addition to viewing the video, parents are given a high quality orientation section on the Common Core Learning Standards, assessments, school expectations of the ELLs and the ELLs Program in 109.

At the end of the orientation parents are given a Parents Survey and Program Selection Form in their preferred language to select their program choice. The parent choice is then entered in ATS (ELPC screen). Parents who do not make an immediate selection are notified that they have five school calendar days to return the completed and signed selection form.

If a parent program choice is not currently available in the school, parents are informed that their selection is not available and that they have the option of keeping the student enrolled in the school in one of the available programs or transfer the student to a different school where the parent selection is currently being offered. While the school awaits the transfer the student is placed temporarily in a ENL class in the school. These orientations are offered initially in September within 10 days of the NYSITELL administration and in an on-going basis throughout the year.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

If a parent fails to return the form within the allotted time frame, the school documents the attempts done via telephone calls and mail to contact the parents and gather the parent selection form. During open house Parents are also given the option to visit classes where the programs are in place so they can make a more informed decision. If every attempt fails, then the student is placed in an ENL class and the parent choice is entered as "No Program Selection" in ATS - ELPC screen.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The school monitors that the Parent Survey and Program Selection forms that have not been completed and returned by maintaining an in-house list of students and parent selection forms indicating whether or not the form has been returned. In addition the ATS-ELPC screen is also used to monitor the return of the Parent Survey and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed. The structures we have in place to ensure that the goal of informing parents is met includes disseminating parents placement letters indicating the ELL Program their children have been placed. The letters are given to all classroom teachers of ELLs once the program has been determined based on outreach and conferring with parents. Teachers make certain that the students put the letters in their backpacks to be taken home and handed to their parents or guardians.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is retained at the ESL office filed by year. The original HLIS, entitlement, non-entitlement and continuation letters are kept in the students' cumulative folders and remain a part of the students' permanent record. Record that travels with them when they exit the school. Copies of these documents are also maintained in the ESL office for accessibility when the need arises.
11. 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.

Each spring, ELLs are tested to evaluate their English proficiency using the NYSESLAT. All students who are English language learners must take it. First, we identify students who are eligible for NYSESLAT testing by using the RLER report and our in-house list of ELLs. Then we proceed to identify the test modifications needed for ELLs with IEPs. After a specific time, place and proctors for NYSESLAT administration is determined, a schedule with a list of ELLs to be tested are distributed to teachers to check for accuracy and/or discrepancy on the testing memo days prior to the test administration. We strictly adhere to the guidelines detailed in the school administration manual (SAM). As per NYS mandate, P.S. 109 ELL coordinator and administrator make certain that for the speaking section of the NYSESLAT a teacher other than the students' classroom teacher and or service provider for such student administer this part of the exam. Absentees are closely monitor by keeping a absentee list indicating the part of the exam missed by the student and to administer make-ups within the Make-Up time frame.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters automated from the NYC DOE web site are sent home to parents of students who continue to be entitled to ELL services based on NYSESLAT scores via the students. The letters are sent no later than September 15th of the school year in which the student continues to be entitled in the preferred language of the

parent.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, we noted that an increasing number of parents are opting-in their children into the Dual Language Program. Similarly, the Parent Surveys and Program Selection forms indicate that less and less parents are interested in the Transitional Bilingual Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.

The instruction in the Freestanding English as a New Language Program is provided via self-contained classes. The instruction will continue to be interdisciplinary and address all content areas. A certified ENL teacher will service our identified group of ELLs in grades K-5. The opted out students in each of the grade levels will be grouped by levels within their self-contained classes and a licensed ENL provider will push-in to support the English Language Learners during guided reading instruction and/or content area to support academic development and comprehension. The ESL instruction will highlight the reading, writing, listening and speaking modalities.

- TBE program. *If applicable.*
Not applicable, TBE program is not offered at the school.
- DL program. *If applicable.*

The Dual Language at P.S. 109 primary language acquisition goal is the development of grade-level appropriate bilingual and biliterate academic skills in both English and the target language (Spanish) for all students. The Dual Language Program uses a side-by-side model in grades pre-k through first in which language use for content areas alternates from day to day. Students in Pre-K and K learn to read and write in their native language(75/25) and receive instruction in other discipline in the new language. In grades 1 through 5 students learn to read and write in both languages (50/50).

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

To ensure the mandated number of instructional minutes is delivered in the ENL program model we provide a combination of integrated and stand-alone ENL instruction provided by a certified ENL pedagogue. The ENL providers push-in to work with the ELL students grouped by their English levels during ELA and content area instruction. Thus making certain that students at their different level receive their mandated minutes of instruction as per CR Part 154.

3. Describe how core content is delivered in each program model. 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.

The Dual Language Program content area instruction in Math, Science and Social Studies will be provided in both English as a New Language and the native target language (Spanish) in order to build literacy skills with an emphasis on content specific vocabulary. The Bilingual classroom teacher will provide the mandated minutes of stand alone ENL, integrated and HLA minutes to the students in the program. Content area teachers will align their program (Science, Social Studies, Math) with the goals and objectives of the Dual Language Program. Classroom teachers will increase the use of non-fiction literature during shared reading, guided reading and individual reading workshops in order to build content-specific language and vocabulary. Writing will be incorporated in all content area lessons each day in both the ENL and the target language (Spanish).

The Free Standing ESL content area instruction similarly as the Dual Language content area instruction will continue to be interdisciplinary and address all content areas. The ESL instruction will target the modalities of reading and writing and will be aligned to the uniform curriculum. Push-in ESI teachers will systematically support content area instruction in English aimed at building academic language as well as oral and written language skills. Cluster teachers providing content instruction will use ESL methods that increase students exposure to content-specific vocabulary, differentiated content lessons and opportunities to develop their ENL skills.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that ELLs who first language is Spanish are appropriately evaluated in their home native language; initially by administering the Spanish LAB and throughout the year with the TCRWP in Spanish and the DRA. Home language support is always provided via bilingual pedagogues, leveled books, peer-partners and content glossaries and dictionaries.

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

P.S. 109X uses a variety of assessments to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition. We use the ELL Periodic Assessment, TCRWP in Spanish and other teacher-made formative assessment embedded in every lesson and units of study. Data is shared in teacher teams to support teachers in adjusting/revising the curricula and providing multiple entry points for ELLs to make the information comprehensible at their English language level.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE-Students classified in this category are at a disadvantage to their peers since they lack the literacy foundational skills that their peers possess in their native language. These students need to learn the basics in order to create a foundation for their learning. Since SIFE lack their foundation in their native language, our plan is to instruct them in English as a new language using their native language for instructional support. The initial phase of our plan include letter identification and letter sound recognition, and phonemic awareness.

b. Newcomer ELLs in grades K-5 instruction will highlight oral language development. As being able to talk and express your thoughts clearly is vital in life and students at this stage lack the ability to communicate in ENL, emphasis will be placed on listening comprehension activities that incorporate read alouds, having students point to pictures or act out vocabulary, developing survival language by saying and showing the meaning of vocabulary words and reinforcing learning by modeling.

c. Developing ELLs instruction will emphasize lexical grammar, structure awareness, and the four components of the language: reading, writing, listening and speaking.

d. Long Term ELLs receive integrated instruction by both an ENL teacher and a common-branch teacher using the Rigby and National Geography Programs to supplement the core curriculum and improve academic vocabulary. long term ELLs also participate in small group instruction, are invited to the Title III After School Program and Saturday Academy.

e. Former ELLs are provided with integrated ENL instruction for 90 minutes per week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

We do not have any students re-identified as ELL or non-ELL. However, if we do have a student who is approved for a re-identification appeal, the school would ensure the student's academic progress would not be adversely affected by the re-identification process by making sure the student receives additional support services (as per CR Part 154-2.3), such as an easy transition into a new classroom if necessary. To do so, teachers will collaborate and discuss what the child has already learned and teachers will share data that has been collected on the student. The parent will also be able to meet with the new teacher during parental engagement. In the new classroom, the child will be assigned a partner to collaborate with in his or her new classroom setting.

8. 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?

Chart Teachers of ELL-SWD use: effective-research based strategies to teach reading skills while supporting ELL's second-language, differentiated instruction that provides intervention for students exhibiting reading difficulties, and strategies that addresses ELL students' unique literacy learning needs using the students' native language to support the development of literacy skills in the second language. The materials used to provide intervention and instruct students with disabilities are of high interest, age-appropriate and conducive to meeting the demands of the Common Core Curriculum. Such as the NTN Mathematics that addresses different learning modalities by using a hands-on, visual and then moving into abstract approach in the teaching of mathematics concepts. The Rigby Program is also a program design to develop language and literacy skills while providing multiple entry points and scaffolds to foster comprehension, academic vocabulary and literacy skills.

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

To enable ELL-SWDs to achieve their IEP goals and attain English proficiency, the school: provides small group instruction, uses integrated teaching with the classroom and the ENL teacher, and uses targeted tier 2 and tier 3 interventions.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

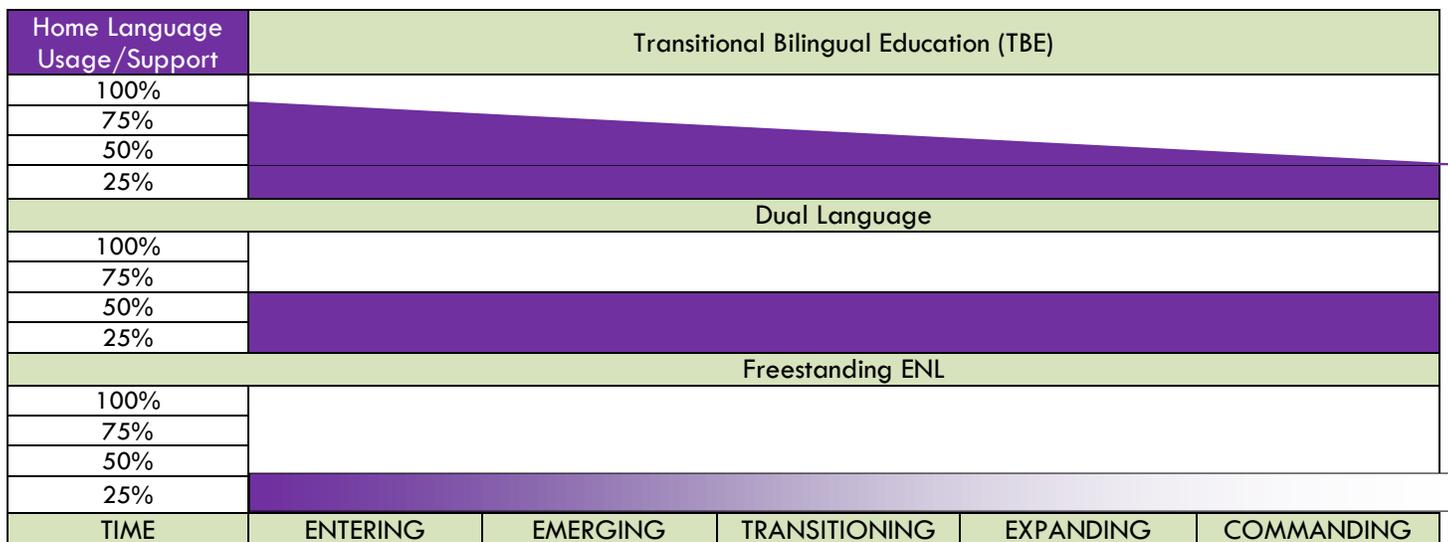


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. For our newcomer ELL subgroup in grades 3-5, we use the ELL Rigby Program to support students comprehension of nonfiction complex text. WILSON intervention is used by an AIS provider to provide additional support in building student phonological awareness and fluency. In grades K-2, we also use the ELL Rigby Program to develop acquisition of early literacy skills. Additional support is provided to students in small, shared reading and guided groups. Teachers use teacher-created intervention materials in addition to supplemental resources from the core curriculum to assess students literacy skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We find that the newcomer program has had significant impact on student progress. The Rigby program support student learning by building student background knowledge, academic language and connecting it to the common core ELA standards. The National Geographic promotes academic language acquisition in the content area, The NTN Math program has provided targeted support in Mathematics allowing increase performance outcomes across the grades. These programs provide formative assessment tools which support teacher in monitoring language acquisition and content knowledge.
12. What new programs or improvements will be considered for the upcoming school year?

To improve the ELL program, we anticipate using a variety of program and interventions to supplement the core curriculum. The programs are aligned to the themes in the core curriculum to provide additional support, exposure and practice of academic language. We have also supplemented the independent, shared and guided reading program with culturally responsive trade. Additional
13. What programs/services for ELLs will be discontinued and why?

None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs at P.S. 109 are invited to participate in all programs, services and activities as the rest of the school population. ELLs are invited to participate in the Disney Musical Show, Basketball Games, Science Fairs, Art Shows, Movie Nights, and Health Fairs. ELLs also participate in Title III math and literacy Afterschool Programs and Saturday Academy .
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We currently use the Read-A-Z, Imagine Learning and Read 180 Programs to provide supplemental instructional support and ensure that teachers are implementing the program with fidelity. Programs geared to provide individualized instruction while developing literacy and language. We also use the NTN math program and Engage New York which requires the use of smart boards to enhance math content through visual and videos. To further enhance instruction, teachers across grade-levels use SMART boards technology to build background knowledge, provide visual support and engage students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is always provided in the ENL program, through the use of bilingual glossaries and dictionaries, leveled-books in the home language, computer programs such as Read A-Z with home language component and when possible, oral translation by either a "buddy" student or the teacher. Teachers also use cognates in the content areas to value the home language as an asset for instruction. Translanguaging techniques are also embedded in daily lessons to bridge student learning. GO Math is also available in the home language in addition to translated resources from Engage NY
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

P.S. 109 will continue to provide bilingual and ENL teachers with literature books that will support reading comprehension at different levels. Bilingual classes will utilize grade appropriate literature in alignment with the Teachers College Curriculum Units of Study. Each ESL class will use the English Language Learners Instructional Programs Imagine Learning and RAZ. These programs incorporate activities that promote reading and language proficiency. The Imagine Learning Program has lessons that integrate listening, speaking, reading and writing as well as home language component in the students' native language. The program also creates a student profile identifying students' deficiencies in each language modality. The ENL coordinator works closely with the support service providers to ensure that ELL students receive appropriate and research-based instructional services and interventions.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

P.S. 109 is not currently offering any activities before the beginning of the school year for newly enrolled ELLs or for ELLs who enroll throughout the school year. However, the school future goal is to create and offer activities that will enable newly enrolled ELLs to integrate smoothly into the school system.
19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. 109 public school dual language program initially uses two parallel classes in grades pre-kindergarten to one. In grades 2-5 parallel classes are integrated and a certified bilingual teacher imparts instruction. The home language of the students is used to impart literacy instruction 75 percent of the time initially in Pre-k and Kindergarten. The other 25 percent is used for teaching in the new language. In grade one as well as in grades 3-5, instruction is 50 percent in English and 50 percent in the target language (Spanish).

b. The subjects taught using the new language are math, social studies, science and other content areas.

c. Language is separated for instruction in grades Pre-K-1 by switching classes every day during content area. In grades 2-5 an alternating day program model is used.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
At P.S. 109x, we provide all ESL, monolingual, and support staff such as: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech teachers, secretaries, and parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ESL instruction. Providing teachers with effective learning opportunities is the key to increasing student performance. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in professional learning teams to revise lessons and units of study. Grade conferences, Vertical and Horizontal meetings keep staff members abreast of ongoing changes in the Language Allocation Policy document. These workshops are provided by our principal, assistant principal, team leaders, ELA and MATH staff developers, coaches, ELL specialists, and Literacy Support consultants. Some topics that will be addresses are: Overview of the ESL Program , LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), Writer's Workshop, NYSESLAT and NYISTELL, Common Core State Standards. In addition, during our Title III program, we offer workshops to parents. Some topics could be, but are not limited to Testing Accomidations for ELLs, How to Help Your Child be Successful on State tests, and Identifying your child as an ELL and placing your student into a program of your choice.

Professional Development is provided to all staff keeping them abreast of changes CR-PART 154 state regulations for the ELLs. During the month of June, teachers and administrators meet to discuss the incoming students and how they can collaborate to ease the children's transition from one grade to another. They meet to discuss placement, special needs and status of any evaluation that is pending.

Teachers will also have the opportunity to attend workshops such as: Q-Tel, NYSABE, professional learning opportunities offered by DELLSS and through the Fordham R-BERN. All teachers attending workshops will keep an ongoing log of the hours, certificates of attendance, professional development summaries are responsible to turn-key the information/resources shared during weekly meetings with their professional learning teams..

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
CKLA workshops
School-based proessional development focused on the implementation of the Common Core Shifts
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As of this moment, the school is not offering any activities before the beginning of the school year for new ELLs who enroll before the beginning of the school year and for new ELLs that enroll throughout the year. However, the school future goal is to be able to create and offer activities that will enable new enroll ELLs to smoothly transition into the school system.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers participate every Monday and throughout the school year in high quality professional development provided by the coaches, administratos, and master teachers . Other professional learning opportunities are offered in and out of school by Teachers College Fordham University (R-BERN) and other . Ceritificates of participation and copies of the professional learning agendas are stored in a central location.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides frequent individual meetings during Family Engagement time with parents of ELLs to keep them informed of the ELLs program goals, results on language proficiency assessments and language development of their children.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator, L. Cooper and ESL Team of P.S. 109 provide workshops to ELL parents about different topics on an ongoing basis. The topics include Parent Orientation for ELLs, Test Taking Strategies and Community Involvement. During all the events, translators are available to assist parents of ELLs with any language challenges. Letters, flyers and monthly calendars are sent home to parents informing them of the upcoming events. Translators during the parent teacher conferences and school events are always available. Parents are also invited to publishing parties, Bring Your Dad to School Day, Share Your Expertise, Technology workshops, bread making and "How to" workshops. As parents are an important factor in their children education, P.S. 109 encourage parents to become Learning Leaders and be involved in their children's school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 109 partners with Edible School Yards NYC to provide professional development on healthy eating. The program reinforces how to cook in a healthy manner. In addition, the program encourages parental involvement by recruiting parent volunteers to assist in growing the garden.

5. How do you evaluate the needs of the parents?

The school evaluates the parents needs through surveys given by the Parent Coordinator and the PTA. This information is used to plan and organize workshops which best meet the needs of our ELL population.

6. How do your parental involvement activities address the needs of the parents?

All parental involvement activities are directly linked to learning. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding and bolstering their children's education. Students and families are referred to appropriate outside agencies, if needed. We also offer ESL classes to the parents of our students.

D. Additional Information

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

Paste response here:

School Name: Sedgwick School -P.S. 109**School DBN: 09X109**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josette Claudio	Principal		10/13/15
Rachel Adelstein	Assistant Principal		10/13/15
L. Cooper	Parent Coordinator		10/13/15
P. Figueroa	ENL/Bilingual Teacher		10/13/15
	Parent		10/13/15
L. Delgado	Teacher/Subject Area		10/13/15
	Teacher/Subject Area		10/13/15
P. Roldan	Coach		10/15/15
C. Watson	Coach		10/15/15
J. Paulino	School Counselor		10/15/15
L. Rosario	Superintendent		10/15/15
	Borough Field Support Center Staff Member _____		10/15/15
	Other _____		10/15/15
	Other _____		10/15/15
	Other _____		10/15/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X109** School Name: **The Sedgwick School**
Superintendent: **Leticia Rosario**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Parents enrolling their children in our school must complete the Home Language Identification Survey (HLIS) form. This provides the school of the child's a home language. In addition, the home language is also noted on the Elementary School Cumulative Record Card, the parents must inform the school of the languages spoken at home. Based on this information the school maintains an appropriate record of the primary language of each parent. This information is also entered in the ATS and on the student emergency card. Parents are also given the Federal Parent/Guardian Student Ethnic and Race Identification form to identify their ethnic background.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our parents' preferred language is Spanish. We do have parents who speak various African dialects, their preferred language is English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents, central and regional communications are translated into Spanish. In addition, translation services will be provided during group meetings, one-to-one meetings, workshops on an as-needed basis. Written documents such as but not limited to letters, Principal bulletin letters to parents, legal or disciplinary matters, permission slips/consent forms, ELL entitlement letters, Non-entitlement letters, Continued services, report cards, the 4 parent-teacher conference meetings/any other parent meeting, safety and health information, school calendar, registrations, applications, entitlement to public education or placement in any special education, after school programs and any other student documents, will be translated in order to communicate with parents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

During parent orientation and the video they watch as parents enroll their children in school must be in the parent preferred language. Parent orientation night beginning the school year, during Parent Teacher Conference in November, March Parent Teacher Conference and in May for parents whose children were at risk of failing. In addition, we have parents workshops throughout the year. In case a parent is called by the guidance counselor, who is fully bilingual, to discuss any matter concerning her child such as a disciplinary matter, HS placement, the child placement in any special education, children living in shelters, any child needs, etc. The attendance teacher, who is fully bilingual, will call parents in case a child is absent to verify the illness or any other reason that child is not attending school on a regular basis, children lateness, the attendance teacher also visits students' home whenever is needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The ESL Coordinator, the parent coordinator, the family worker, the guidance counselor, the principal, the attendance teacher provide translation services whenever they are needed. The ESL Coordinator does all the written documents to be translated, also with oral interpretation during Parent Teacher Conferences. The school will identify the written documents to be distributed to parents that contain critical information regarding the child's education, including but not limited to letters, permission slips, consent forms, legal or disciplinary

matters, safety, health, entitlement to public education or placement in any special education. ELL or non-standard academic program, applications, student document, registrations, etc.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Parents will be provided with oral interpretation services when they call on the phone requesting information about their children, face-to-face meetings. During ELL meetings, the school will provide oral interpretation by the bilingual coordinator, the parent coordinator, the family worker and the principal.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The principal meets during the staff professional development on Mondays to inform of services provided to parents whenever they needed. In addition, the faculty will communicate with the bilingual coordinator in case they need help on how to translate in case is needed. The faculty asks the family worker, the guidance counselor, the parent coordinator when they cannot contact parents for whatever reason to please call during the day and make an appointment with the parents to see them. The staff can email parents via Engrade where they can communicate with parents and parents will be able to answer them back.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school sends a written letter to parents notifying them on their rights regarding translation and interpretation services in the appropriate covered languages, and provides instructions on how to obtain needed services. The school posts at the entrance of the school a sign each of the covered languages indicating the office/room where a copy of such written notification can be obtained (the parent's bulletin board and at the school entrance). The school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers in accordance to the Chancellor's Regulation-A663 Translations.

Parents can also go to the school website to be informed about the Chancellor's Regulations A-633 Translations.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school gathers feedback from parents through surveys where parents express their feelings and needs. In addition, during parent workshops, parents have the opportunity to give suggestions of what they will like to see happening in school. The principal, the parent coordinator, staff members and parents during the SLT meeting discuss matters that concern everybody and the suggestions given by parents.