2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 09X109
School Name: P.S. 109 SEDGWICK
Principal: JOSETTE CLAUDIO
School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: Elementary  School Number (DBN): 09X109
BEDS Code: 320900010109
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: Josette Claudio  Email Address: jclaudi@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): Mrs. Jones
Student Representative(s): N/A
N/A
N/A
CBO Representative: 

District Information

Geographical 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

Field Support Center (FSC)

FSC:  Executive Director: Jose Ruiz
Executive Director’s Office: 1230 Zerega Avenue, Bullpen 1
Address: Bronx, NY 10462

Executive 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 School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josette Claudio</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Larry May</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>Marisol Torres</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td>Belinda Jones</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Frances Watkins</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Peggy Guzman</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Ricky Augustine</td>
<td>Member/ Parent</td>
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<tr>
<td>Romula Ramirez</td>
<td>Member/ Parent</td>
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<td>Roseanne Malizia</td>
<td>Member/ Teacher</td>
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<td>Caitlin McCue</td>
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<tr>
<td>Sarah Buffa</td>
<td>Member/ Teacher</td>
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<tr>
<td>Dana Ford</td>
<td>Member/Teacher</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

### 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. |

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

• a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
• a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Our educators collaboratively created our school mission: "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."

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 109 The Sedgwick School is a PreK through 5 school with 655 students enrolled. Academic curriculum and school activities are planned with the success of each child in mind. We are a Teachers College Reading and Writing Project School. Our classroom teachers work closely with our TC Staff Developers, administration, literacy coach, grade leaders, and model teachers to share strong instructional practices and ensure that our students are being supported and challenged to reach the NYS standards. Students investigate and explore mathematics using the EngageNY modules. Our co-teaching and push in ENL program support students in acquiring the English Language and accessing the curriculum at their individual entry point. Our Response to Intervention program, IReady, supports our at risk students as the instruction is targeted to meet their individual needs. We will continue to place our focus on data driven instruction through our continued use of the Tuning Protocol which focuses on examining student work.

In addition to PBIS, students' social emotional well-being is supported through our strategic partnership with Morningside Center for Teaching Social Responsibility with the use of our 4R's curriculum and personalized staff development. As an extension to this curriculum, we have implemented peer mediation to support students with conflicts by strengthening communication skills. We have expanded our PBIS committee now entitled the Social Emotional Learning Advisory Board to represent all aspects of our SEL initiative which include PBIS, grant writing, 4R’s, and family event planning. Additionally, we currently have a partnership with the School Mental Health Consultant Program. The School Mental Health Consultant Program (SMHCP) is part of ThriveNYC, the City’s strategic plan to improve and promote the mental health of its residents.

Our school is entering its fourth year as a Learning Partners school. For the last two years, our focus area was building the social emotional intelligence of all stakeholders, as well as teacher leadership. We saw a major increase in teacher ratings within the area of supportive environment, trust, and teacher influence on the Learning Environment survey. As a result, we were able to retain the majority of our teachers. The classroom teachers have much more success in managing student behaviors and there is much more joy in learning. The overall tone of the entire building is becoming more positive. As such, we have switched our focus area to rigorous instruction. Within rigorous instruction, our instructional focus is: If I want to increase student intellectual engagement and use of academic vocabulary then I have to differentiate instruction to meet the needs of all sub groups represented in any given class by engaging students in data driven, small group work and partner talk. As a Learning Partners school, we have developed a problem of practice in the area of mathematics. With the support of our host and partner schools, as well as professional literature, we are engaging our model teachers in cycles of inquiry to determine next steps for other classroom teachers.

Collaboration with families is essential for our students’ success. One of our major ways we’ve increased communication with families was with the support of programs “Class Dojo”. This tool allowed teachers and
parents to communicate academic needs and expectations, all while allowing teachers to provide real-time updates with any behavioral concerns or school events. Even more, teachers were able to open their classroom doors by providing pictures from class celebrations and trips. The use of this tool provides a simple, non threatening way for parents to engage with teachers. Parents have more access to their child’s learning and daily operations even when they can not attend their child’s school as regularly as they like. Families are invited to classroom celebrations, such as their child’s writing with “Publishing Parties.” Additionally, grade teams develop and deliver parent workshops aligned with the content and expectations of the common core standards. As a result, we have experienced an increase in parental involvement and attendance at school events. This year we will expand our parent outreach to include monthly Open Houses where parents are invited into classrooms to take part in different content which will include a back to school event, spooky story night, math madness and father figure dance. Additionally, families have the opportunity to meet with classroom teachers during parental engagement time every Tuesday from 2:40pm until 3:20pm. Many families use this time frame to address any areas of concern or their child’s academic progress. Last year, we strategically utilized our last parent teacher conference night to host a family night. Over the course of the evening, families were invited to engage in activities that showcase our collaboration with Edible Schoolyard NYC, Alvin Ailey Theater Program, and our growing visual arts program.

As a school community we recognize that in order to meet the diverse needs of our students and families, the role of our school must expand beyond traditional definitions of teaching and learning. We are committed to the well-being of the "whole child" and support our students by offering a variety of extracurricular and enrichment activities. Our school will be continuing our partnership with Edible Schoolyard for a third year. We are working to expand our Arts Department with the support of our work with Broadway Bound. This year, our 5th graders auditioned for roles in the Wiz, Jr. Students took on a variety of roles in the production from acting, to set construction, and sound/lighting. We intend to continue growing our Arts department through our collaboration with Alvin Ailey and Broadway Bound.

3. Describe any special student populations and what their specific needs are.

The school population comprises of 81% Hispanic, 18% black, 1% white and Asian students. The student body includes 116 special education students. We also have a full time guidance counselor and crisis intervention team who support our staff with our at - risk students.

4. Identify 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.

Our school had the most growth in the DTSDE Tenet School Leader Practices and Decisions. At the onset of every school year we distribute and review the Employee Policy handbook. The handbook is updated annually and delineates instructional expectations, behavioral expectations, and school wide goals aligned to both the Danielson Framework of Teaching and the Framework for Great Schools.
With regard to teacher leadership, we are at a place where there is equitable distributive leadership. This means that teachers lead their grade level team’s common planning with the support of administration and the literacy or math coach. This school year, we continued to foster the development of our lead teachers as well as additional teacher leaders. We further differentiated our professional development to include a menu of teacher led PD cycles called “mini courses.” Teachers were supported and challenged based on their instructional strengths and areas of need. New teachers were partnered with a mentor trained through the New Teacher Center. We will continue to develop additional teacher leaders next year, following the same system of teacher led PD cycles and additional onsite and offsite professional development opportunities that are aligned to their areas of growth.

Now in our fifth year of using the Danielson Framework for Teaching, we have consistently communicated the high expectations for the level and quality of teacher professionalism, instruction and communication. We continue to engage in meaningful discussion, resulting in relevant feedback and individualized teacher action plans. We used student data as well as advance data to strategically plan professional development provided through Teachers College Reading and Writing Project, Carnegie Learning, instructional coaches, and teacher leaders.

Administrative decisions such as the purposeful staffing, strategic partnering, and use of support staff resources and their capabilities have held administrators and staff accountable for continuous improvement.

As a result, our key area of focus this school year will be DTSDE Tenet Teacher Practices and Decisions. This will include developing pedagogical skills to address all students needs.
### School Demographics and Accountability Snapshot for 09X109

<table>
<thead>
<tr>
<th><strong>School Configuration (2018-19)</strong></th>
<th><strong>Total Enrollment (2017-18)</strong></th>
<th><strong>SIG Recipient (Y/N)</strong></th>
</tr>
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<tbody>
<tr>
<td>Grade Configuration</td>
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<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
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<td># SETSS (ELA)</td>
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<tr>
<td># Integrated Collaborative Teaching (ELA)</td>
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<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
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<tr>
<td># Integrated Collaborative Teaching (Math)</td>
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<td><strong>Types and Number of Special Classes (2018-19)</strong></td>
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<td># Visual Arts</td>
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<tr>
<td># Drama</td>
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<tr>
<td># Dance</td>
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<td><strong>School Composition (2017-18)</strong></td>
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<tr>
<td>% Title I Population</td>
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<td>% Free Lunch</td>
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<tr>
<td>% Limited English Proficient</td>
<td>23.4%</td>
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<tr>
<td><strong>Racial/Ethnic Origin (2017-18)</strong></td>
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</tr>
<tr>
<td>% American Indian or Alaska Native</td>
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<td>% Hispanic or Latino</td>
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<tr>
<td>% White</td>
<td>0.5%</td>
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<td><strong>Personnel (2015-16)</strong></td>
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<tr>
<td>Years Principal Assigned to School (2018-19)</td>
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<td>4</td>
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<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
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<tr>
<td>% Teaching with Fewer than 3 Years of Experience</td>
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<td><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4</td>
<td>32.0%</td>
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<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
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<td>Mathematics Performance at levels 3 &amp; 4</td>
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<td><strong>Student Performance for High Schools (2016-17)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4</td>
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<td>Global History Performance at levels 3 &amp; 4</td>
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<td>4 Year Graduation Rate</td>
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<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Overall NYSED Accountability Status (2018-19)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elementary/Middle School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
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<tr>
<td>Students with Disabilities</td>
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<td>100%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in Science (2016-17)</td>
<td></td>
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</tr>
<tr>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
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<tr>
<td><strong>High School</strong></td>
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</tr>
<tr>
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<tr>
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<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>100%</td>
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<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>100%</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</td>
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<td></td>
</tr>
<tr>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>Students with Disabilities</td>
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<td>100%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
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</tbody>
</table>
**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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Our school had the most growth in the DTSDE Tenet School Leader Practices and Decisions.** At the onset of every school year we distribute and review the Employee Policy handbook. The handbook is updated annually and delineates instructional expectations, behavioral expectations, and school wide goals aligned to both the Danielson Framework of Teaching and the Framework for Great Schools.

With regard to teacher leadership, we are at a place where there is equitable distributive leadership. This means that teachers lead their grade level team’s common planning with the support of administration and the literacy or math coach. This school year, we continued to foster the development of our lead teachers as well as additional teacher leaders. We further differentiated our professional development to include a menu of teacher led PD cycles called “mini courses.” Teachers were supported and challenged based on their instructional strengths and areas of need. New teachers were partnered with a mentor trained through the New Teacher Center. We will continue to develop additional teacher leaders next year, following the same system of teacher led PD cycles and additional onsite and offsite professional development opportunities that are aligned to their areas of growth.
Now in our fifth year of using the Danielson Framework for Teaching, we have consistently communicated the high expectations for the level and quality of teacher professionalism, instruction and communication. We continue to engage in meaningful discussion, resulting in relevant feedback and individualized teacher action plans. We used student data as well as advance data to strategically plan professional development provided through Teachers College Reading and Writing Project, Carnegie Learning, instructional coaches, and teacher leaders.

Administrative decisions such as the purposeful staffing, strategic partnering, and use of support staff resources and their capabilities have held administrators and staff accountable for continuous improvement.

As a result, our key area of focus this school year will be DTSDE Tenet Teacher Practices and Decisions. This will include developing pedagogical skills to address all students needs.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, all teachers will engage in inquiry work, examining and sharing best practices evidenced by data and promoting student achievement through teacher teams and differentiated professional development, as measured by an overall 10% growth in student proficiency in ELA and Math on the 2019 NYS tests in Grades 3 to 5.**
### 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities:</strong></td>
<td>Teachers</td>
<td>Summer 2018 - June 2019</td>
<td>Grade Leaders</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>Teachers</td>
<td>4-6 week cycles beginning Sept. 2018 - June 2019</td>
<td>All teachers, administrators and school based coaches</td>
</tr>
</tbody>
</table>

A problem practice protocol will be used across grade levels to strengthen our data inquiry and promote the use of data to inform instruction. Data inquiry will incorporate the triangulation of data to ensure a true representation of students’ abilities and needs. All teacher teams and PDs will be grounded in student work samples and formative/summative data.

Teachers are partnered within and across all grades to promote vertical planning and sharing of best practices through the use of teachers teams, curriculum committees and differentiated professional developments.

 Teachers will continue to plan collaboratively by using the unpacking protocol alongside the June instructional report. By identifying the standards of need and possible areas of struggle, teachers will develop a toolkit of strategies to use with students.

Collaborative lesson planning to ensure alignment of objectives to standards, multiple entry points and rigorous tasks for students of varying subgroups, including ELLs and SWDs, and at different levels.

During informal and formal observations as well as administrative walkthroughs, administrators will consistently monitor for evidence of planning and preparation that impacts student engagement. We will also look for evidence of alignment across grades as outlined in the Danielson Framework for teaching.

**Math Saturday Academy pilot - Academic intervention will be offered in small groups to support the students through rigorous tasks and demonstration of higher order thinking skills, in preparation for the Morning Math Program Pilot.**

**Academic intervention will be offered in small groups to support the students through rigorous tasks and demonstration of higher order thinking skills, in preparation for the Morning Math Program Pilot.**
demonstration of higher order thinking skills, in preparation for the NYS Math exam

ELA and Math After school Program - Students in grades 4 and 5 who received a score of 3 or 4 on the NYS exam were invited to attend in order to deepen their knowledge of these content areas through the use of the “Five Mathematical Practices” and allowing students to assess mentor essays while also reflecting on their own work.

Implementation of IREADY Program across grades K - 5, to build essential skills in literacy and math to improve student proficiency.

| Adoption of Teachers' College Units of Study in Reading and Writing with professional development. Participation of teachers in workshops at TC specific to teaching reading and writing to all learners. | Teachers | Summer 2018 - June 2019 | All Teachers School Based Coaches Administrators |

Professional development will run on 4 - 6 week cycles. Workshops will be led by administrators, school based coaches as well as teachers. Teachers will sign up for professional development based on their areas of interest and need as per feedback from teacher leaders and administrators.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parental engagement workshops will be held throughout the school year to inform parents of the expectations of the common core curriculum and provide strategies for how to support their children at home. In September 2018, the back to school night provides families with the opportunity to meet all teachers and learn about grade level expectations and content.

### 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.

- 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 Carnegie consultant will facilitate informed discussions on the implications of the instructional shifts in Math within and across the grades

● Instructional leaders, coaches, and TC consultant consultants will facilitate Common Planning with specific focus on planning instruction, assessment student work and revising curriculum.
  
  - IEP/Intervention teacher will provide individual and/or group reading instruction and interventions for identified students "at-risk" of academic failure and administer curriculum-based assessments for "at-risk" general education students.

● Technology will be used in all classrooms to support instruction (Smartboard, video clips, websites)

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="fund sources table" /></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="progress monitoring" /></td>
</tr>
</tbody>
</table>

By the end of September 2018, Teacher Teams will examine formative assessment products. Student work will be analyzed and unit plans adjusted to meet the deficiencies. By February 2019, 25% of all unit plans would have been adjusted to reflect modifications based on student needs.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="progress measure" /></td>
</tr>
</tbody>
</table>

In February 2019, 50% of the students within the lowest 3rd will show progress on their iReady midyear assessment.

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="action plan" /></td>
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</tbody>
</table>
**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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>x</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>x</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>x</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

**P.S. 109** is a collaborative community that is currently strengthening systems and structures that support the Social Emotional development of all stakeholders, through the implementation of the Positive Behavior Intervention System (PBIS), the 4R's social emotional Learning curriculum from Morningside for Social Justice and the peer mediator/peace helpers initiative.

Spearheading this work is our Social Emotional Learning Advisory Board with the support of a consultant from Morningside for Social Justice. We also have a full time guidance counselor and crisis intervention team who support our staff with our at-risk students. In addition, a Behavioral specialist will begin working to support students social emotional needs.

The school uses the 4R's curriculum from Morningside, along with a consultant that supports in the implementation of the program. To continue to build community within the classrooms, teachers are required to hold gatherings during morning meetings for the purpose of strengthening student to student and student to teacher relationships.
The leadership team is in the process of assessing the implementation and impact of the SEL curriculum, the work of the peer mediators and peace makers and discussing systems for improvement. They are also in the process of learning more about restorative circles and how they can impact the social-emotional well-being of our students and staff.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, we will continue to develop a culture of respect and rapport where we promote trust amongst all stakeholders. All 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 with the support of our school’s peer mediators and peace helpers resulting an increase in rating on the School Quality Snapshot, Supportive Environment Section, from "fair" to "good".
### 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:

- Evidence-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).

### Target Group(s)

Who will be targeted?

### Timeline

What is the start and end date?

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear standards of conduct and expectations</td>
<td>All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.</td>
<td>September 2018 to December 2019</td>
<td>Administrative team, Instructional Cabinet, PBIS committee</td>
</tr>
<tr>
<td>Monitoring of student social emotional growth</td>
<td>All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc.</td>
<td>On going beginning September 2018</td>
<td>Administrative team, Instructional Cabinet, PBIS committee, Social Emotional Curriculum Liaison, Crisis Intervention Team, Behavioral Specialist</td>
</tr>
<tr>
<td><strong>Response to student social emotional needs</strong></td>
<td><strong>Preventive action to embed peer mediation and peace helpers.</strong></td>
<td></td>
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<td>------------------------------------------------</td>
<td>-------------------------------------------------</td>
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</tbody>
</table>
| ● All personnel will continue to 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 collaborate on action plans and behavioral interventions to support Tier 2 and Tier 3 students. This includes  
● 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 the 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. | September 2017, re-launch the Four R’s (Reading, Writing, Respect & Resolution) curriculum in Kindergarten through Grade 5.  
● By November 2017, peer mediators and peace helpers will support in resolving conflict for students who request a mediation.  
Reinforcement of positive behavior  
● Starbucks and PBIS Store – Students receive one Starbucks 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 Starbuck 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.  
● 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, and Harlem Hip Hop Dance, 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, such as Harlem Hip Hop and our Theater |
| All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc. | All school staff---Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc. |
| On going beginning December 2018 | On going beginning Sept 2018  
Ongoing beginning Sept 2018  
Daily |
| Administrative team, Instructional Cabinet, Crisis Intervention Team | Administrative team, Instructional Cabinet, PBIS committee, Crisis Intervention Team  
All school staff---Administrative team, Classroom teachers, cluster teachers, paraprofessionals, lunch aides etc. Whole school community |
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.

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.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

There will be multiple opportunities for families to come into the school to develop their understanding of environment. Within the 2017-2018 school year, grade teams held workshops in both ELA and math to demonstrate different strategies in order for families to understand the curriculum their children are learning. ESL classes held workshops for Spanish-Speaking parents, the Art teachers held a show to display the Prek-5 work that has been done all year, Health fair and Cooking classes with Edible School Yard were presented to support healthier choices at home, and other workshops that are of high interest from families. As a result, we saw a slight increase in parental engagement and are constructing additional ways to stay more connected and open. For the upcoming school year, we will continue these programs and workshops to increase the support for children and families at home.

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.

● Administration will need to make check ins to ensure the peer mediation protocols are implemented throughout the school to make the opportunity accessible to students in need of mediation.
● 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 the pillars of social emotional growth.
● 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 peer mediation and peace helpers.
● Budget to accommodate rewards and incentives for students.
* Time built into the Peer Mediator Coach schedule to support peer mediators during mediation sessions.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
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2018-19 SCEP-FL
Part 5 – Progress Monitoring

<table>
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<tr>
<th></th>
<th>Title I 1003(a)</th>
<th></th>
<th>Title III</th>
<th></th>
<th>PTA Funded</th>
<th></th>
<th>SIG Grant</th>
<th></th>
<th>School Achievement Funding</th>
<th></th>
<th>Other</th>
</tr>
</thead>
</table>

**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 February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

* We will administer a modified version of the Supportive Environment Section of the Learning Environment Survey to our staff and parents.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

By June 2019, the school’s rating on the Supportive Environment Section of the School Quality Snapshot will increase from "fair" to "good".

**Part 5c.** In **February 2019**, 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 4 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school’s professional culture continues to improve as noted in the Quality Review 2016-2017 findings. Across classrooms, teaching practices are beginning to reflect beliefs about student learning as informed by the Danielson Framework for teaching and the instructional shifts. Some teachers provide multiple entry points to fully engage all students in appropriately challenging tasks. This inconsistent use of teaching strategies curtails engagement in higher order thinking skills and mastery attainment for students.

The challenge PS 109 faces is the varying experience of our teaching staff which require a systematic approach to professional learning to ensure they are richly supported in their early years of teacher development.

According to the Learning Environment Survey from 2016-17, 100% of teachers agree that teachers talk with one another about instruction. With 96% of teachers agreeing that teachers design instructional programs together and 94% agreeing that they make a conscious effort to coordinate their teaching with instruction at other grade levels. 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. 84% of the teachers trust each other, compared to the 16% 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.

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.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, through collaborative inquiry, teacher understanding of multiple entry points to fully engage all students in appropriately challenging tasks will result in an increase in student engagement as evidenced by a 50% increase in the number of teachers receiving effective in 3C of the Danielson Rubric.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administrators Grade Leaders Model Teachers</td>
</tr>
<tr>
<td>Grade team leaders</td>
<td>Summer 2018 - June 2019</td>
<td>Administrators School Based Coach</td>
</tr>
<tr>
<td>Teachers</td>
<td>August 2018 - June 2019</td>
<td>Administrators Grade Leaders School Based Coach Model Teachers</td>
</tr>
</tbody>
</table>

All teacher team meetings including common planning will have agendas grounded in the analyzing of student work, reflection, planning of instruction and sharing of best practices with the goal of improving instructional skill and student success.

Grade team leaders will have 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.

Inquiry Cycles will run on 4 - 6 week cycles. Sessions will include a needs assessment, problem of practice along with complete action plans.

Professional development will run on 2 week cycles following each inquiry cycle. Workshops will be led by administrators, school based coach as well as teachers. Teachers will sign up for professional development based on their areas of interest and need as per feedback from teacher leaders and administrators.

Professional development will be offered to all teachers in reading and writing, inclusive of all components of balanced literacy approach, through the use of Teachers College staff developers, administrators, coaches, and all teachers.

Professional development will be offered in regards to math instruction through the use of administrators, model teachers and all teachers.

Professional development in strategies to address ELLs and SWD students under the guidance of a special education lead teachers and administrations.

School based Coaches and Lead teachers will facilitate and schedule periodical inter-visitations aligned to the Danielson Framework.
In teacher teams, teachers will collaboratively lesson plan to ensure alignment of objectives to standards, multiple entry points and rigorous tasks for students of varying subgroups, including ELLs and SWDs and at different levels.

| Teachers | Sept. 2018 - June 2019 | All involved in grade teams |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through parental engagement workshops that are conducted by grade level teams, parents will be informed of how the teachers collaborate together to modify curriculum based on student needs.

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.

- Time given in school schedule each week to grade/cluster team meetings
- Instructional leaders, coaches, consultants from TCRWP and Carnegie will help facilitate Team Meetings with the 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. Literacy coach will support in the development of teacher leaders to provide support to all teachers school-wide.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 December 2018, to be on track to meet our goal grade teams will need to have engaged in at least one cycle of inquiry. We will assess the impact of this team collaboration via our end of cycle survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

By February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. We will use interim ADVANCE level data to assess for progress.

Part 5c. In February 2019, 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>-</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>X</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

An area of celebration according to the QR feedback is the use of budget, space, coaches, partnerships and other organizational decisions that are aligned and support the school’s instructional goals and long range action plans. 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, therefore we need to know where our teachers are along the continuum of the Danielson Framework, what supports their needs, 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.” Therefore, strengthening teacher practices by using evidenced-based systems and structures we will be able to begin to examine and improve individual and school-wide critical practices.
At PS 109, our area of focus 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, has the ability to support in the collaborative system of periodic check-ins, which will result in relevant feedback and relevant improvement plans by which the structure to regularly monitor all aspects of the school by leadership of the majority will result in decisions so that continuous improvement can be achieved.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2019, 100% of Teachers will implement feedback that aligns to their professional learning resulting in improved teaching practices as assigned by competency 3c and 4e on ADVANCE.
### Part 3 – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified teacher leaders</td>
<td>Sept-October 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Administration Teacher leaders</td>
<td>Monthly beginning Sept. 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>All stakeholders</td>
<td>Weekly</td>
<td>Principal and AP’s</td>
</tr>
</tbody>
</table>

Teacher leaders will serve as members of our school’s Learning Partner Team and Extended Cabinet where they will be coached with using methods of supporting teacher growth specific to Danielson Framework Domains 3c & 4e.

Administration, with the support of teacher leaders, will conduct periodic professional learning walks to progress monitor the impact of feedback and PD’s on the teachers’ practice and on students learning.

Administration will message all school-wide initiatives and instructional shifts based on evidence of walk-throughs and and the impact on student learning publicly through the Principal’s Weekly Message

| N/A | N/A | N/A | N/A |

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teacher leaders will engage parents in various workshops and make and take opportunities throughout the school year.

### 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.

- Structured collaboration will be provided to all teacher teams within the daily schedule, such as common planning for classrooms teachers, special education teachers and specialists.
- Instructional coaches support in the development of developing the skills of teacher leaders.
- Protocols for collaboration are advertised on weekly message and followed in teacher teams.
- 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.
**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.

At our monthly leadership meetings, we will monitor implementation of feedback and professional development strategies in the classroom. Each participant will select an indicator of the framework in Domain 3 or 4. We will reflect on our learning and share areas of celebration and areas of growth for each indicator as we revise and adjust our approach to our feedback and professional development. At this meeting we will also self-assess our progress monitoring practices to:

- How effective is the teaching and learning?
- How well do teachers implement feedback, professional development and reflect on teaching?
- We will revise and adjust our practices accordingly?

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

By February 2019, will use ADVANCE level data to assess movement of teacher practice from the developing category within 3c and 4e to effective.

**Part 5c.** In February 2019, 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 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.

*(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>☒</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td></td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>☒</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td></td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

After close analysis of the NYC School Survey, it is evident PS 109 has shown improvement in maintaining a strong family-community tie. After careful review of the most recent Learning Environment Survey, 94% of our parent community agree that the school leaders promote family and community involvement in the school. Additionally according to the survey, 93% of parents agree that they feel well-informed by the communications they receive. Examples of this outreach include a monthly newsletter, The Sedgwick News, which provides information to families regarding events and important dates at the school, but also activities within the community and district. As such, families are receiving information regarding school events in real time. Many more families are attending their children’s writing and reading celebrations which occur at the end of units of study. Additionally, parental engagement workshops are held by grade teams throughout the year. The outreach is conducted by the teachers in which they send home flyers and remind students to invite their families. Other family events such as our Disney in the Schools show and kids basketball games are held throughout the year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
PS 109 has a partnership with the Morningside Center for Social Responsibility. This collaboration is between teachers and Morningside Staff, as well as parents and families. Our Morningside consultant works closely with all stakeholders within the school community to ensure that there is a common language for students at home and in school. For each unit in the program, there is a corresponding home connection piece that is sent home to families so that they could learn more about the work we are doing within the school to support students. As a result, we experienced a decrease in infractions across the year.

As per our focus for the 2016-2017 school year we held monthly opportunities for families to come to the school during the school day to see their child's classroom at work. They were able to see all subjects as well as the Morningside curriculum taking place in the classroom. The parents were then invited to a hands on workshop that allowed them to experience the work their child does in class. They were also able to walk away with tools to help their children succeed at home. According to the 2016-2017 NYC School Survey, 90% of parents agree they were invited to their child's teacher to observe instruction.

Areas of Focus:

We will continue to promote to parents to attend the monthly PA meetings to parents in our community. We will do this by promoting them on the schools social media page, handing out memos to students to give to parents as well as having parents hand out memos outside the school.

We will continue to deepen the work around social-emotional learning through a stronger partnership with parents. We will provide more opportunities for parents to become involved in the social-emotional work within the school building through workshops and assemblies. These will be run by teachers and staff as well as staff from the Morningside Center for Social responsibility.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will promote increased parental involvement in their child’s education, as reflected in a 50% increase in attendance at school sponsored events, activities, and workshops.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School</td>
<td>Year-long</td>
<td>Teachers, Administration, Office Staff</td>
</tr>
</tbody>
</table>

Teachers will solidify relationships with families by communicating to them about the instructional programs, conferring with them about individual students, and inviting them to be part of the educational process during parental engagement time. The Social Emotional Learning Committee will develop parental engagement activities and events that invite parents into the school community on a monthly basis.

Parents will be informed of various activities through Social Media School Page as well as monthly newsletter.

Engage the parent coordinator in professional learning to strengthen staff and parent collaboration aligned to the vision of PS 109 with the support of district staff.

The parent coordinator will run workshops for the teachers that will give them turn key strategies to improve parental involvement in their classroom.

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.

Collaboration will be measured by quarterly accessing and checking PA sign in sheets.

Documentation of parent communication will be logged in the Parental Engagement Log, when it occurs, as per the PS 109 handbook. All communication; phone, email, in person will be logged.

Communication memos are regularly distributed to the entire school community that outline monthly events. For example the calendar "Sedgwick Sun" and the memos students receive for their parent/guardian each Friday for the following week events.

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.

The parental involvement during these events will be measured by assessing sign in sheet attendance.

During Parent Teacher Conferences and Tuesday Parental Engagement time, parents/guardians are provided with information as to how they can support their child’s improved learning outcomes in meeting and exceeding the state standards.

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.

3b – Parent and Family Engagement

| If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable. |
| **Morningside Center for Social Responsibility** |

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.

- Parent Coordinator training – budget and time implications
- 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 | || | P/F Set-aside | || | 21st Century | || | C4E |
| X | Title I 1003(a) | || | Title III | || | PTA Funded | || | SIG Grant | || | School Achievement Funding | || | 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 time by January 15th

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

By February 2019, there will be increased parental involvement as evidence by attendance records from activities and parent engagement logs.
Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>State Assessments Running records MOSL assessment Pre-post assessments Level 1</td>
<td>-Close reads -Interactive writing -Small group -Strategy groups -Individualized student resources</td>
<td>Small Group instruction Fontasand Pinnell ReadingIntervention</td>
<td>During the day -Academic success after school Academic success Saturday academy</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>State Assessments Pre-post assessments Baseline assessments Level 1</td>
<td>Pull out groups Math centers</td>
<td>One to one Tutoring Small Group Instruction</td>
<td>-During the day -Academic success Saturday academy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science state assessment</td>
<td>Interactive centers</td>
<td>Small group in the class</td>
<td>During the day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Non- fiction literacy</td>
<td>Interactive writing and repeated reading</td>
<td>Small group Strategy groups</td>
<td>During the day</td>
</tr>
<tr>
<td><strong>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></strong></td>
<td>Counseling: Guidance counselor/School social worker. At- Risk speech At-Risk occupational therapy At-Risk physical therapy Behavior action plans: Crisis intervention team Behavioral Intervention Specialist RTI PROVIDED by IEPteacher</td>
<td>Lunch mediation Peer mediation Guidance counseling</td>
<td>One to One Group</td>
<td>During the day</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | 26 out of 718 students are in temporary housing. That is 3.6% of our student population. |

2. Please describe the services you are planning to provide to the STH population.

   Funding will be aligned to support student attendance, student engagement in instruction through instructional resources, and parent education.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

|  |  |
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

To ensure that the current staff becomes highly qualified P.S. 109:

Recruitment:
- An interview committee was formed to identify the qualities that teachers would need to be successful at PS 109 with students and living within the community.
- The interview committee engaged the candidates in numerous tasks: a writing assignment, group interview, demo lesson and debrief.
- Interview days were held at PS 109 where many candidates were invited, provided a tour of the building and overview of the curriculum and school values. Candidates were then engaged in individual and group tasks.

Retention:
- Mentoring is provided through various methods: observations and debrief, meetings, modeling and coaching.
  - 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 with literacy coach and Universal Literacy Coach.
  - 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.
  - 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.
  - Instructional Cabinet provides professional development during the school day as well as afterschool provides the instructional team to reflect on teacher growth and consider additional supports for further development.

Assignments:
- Teachers are provided assignments based on years of experience, expertise, strengths and areas to grow.
  - Teacher schedules are provided based on strengths and areas to grow.
  - Newer teachers are provided with additional supports like mentors, paraprofessionals.
2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

The school aligns its school-wide professional development plan to the Danielson Framework for Teaching, academic needs of students and the

New Teachers: Teachers with initial certificates and less than two years of full-time prior teaching experience will be mentored. New teachers will have been assigned a mentor to support them through the challenges of the first year. Both new teachers and mentors will receive professional development and feedback on various areas of need related to classroom practice. Teachers will meet with mentors to reflect on teaching practice and next steps.

80 Minute 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/information, early intervention services, etc.).

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

- In April: Pre K teachers review and discuss a Kindergarten Readiness Checklist and transition with parents.
- In May: We encourage parents to schedule visits to kindergarten classes during a Kindergarten orientation.
- In June: Preschoolers visit receiving kindergarten classroom and meet the teacher during open house.
- Pre K and Kindergarten teachers meet to discuss students and their assessments.
- On going: Kindergarten and preschool teachers will communicate on an ongoing basis about students and curriculum.
- On going: Monitor the fidelity of implementation of instructional materials and methods through common planning and inquiry team sessions.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

At the beginning of the year, teacher teams meet in common planning to determine the multiple assessment measures that will be used throughout the year and within different subject areas. Periodically, at the conclusion of each unit of study, teachers assess the measures that will be used the following unit and modify as needed. Within common planning, faculty conferences and inquiry the administrative team facilitates professional development around how to disaggregate data, set goals and align coherent instruction to said data. Multiple measures of data are presented along with different methods that can be utilized to address the results of the data. Through classroom observations, administration monitors the use of assessment results and revises professional development to continue to meet the needs of the teachers.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and</th>
</tr>
</thead>
</table>

---
Fund Source (i.e. Federal, State or Local) | contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts) | purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.
--- | --- | ---
Title I Part A (Basic) | Federal | 600,758 | Verify with an (X) | 5A-5E
Title I School Improvement 1003(a) | Federal | 0 | n/a | n/a
Title I Priority and Focus School Improvement Funds | Federal | 0 | n/a | n/a
Title II, Part A | Federal | 0 | n/a | n/a
Title III, Part A | Federal | 0 | n/a | n/a
Title III, Immigrant | Federal | 0 | n/a | n/a
Tax Levy (FSF) | Local | 3,947,514 | X | 5A-5E

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

• **Title I Priority and Focus School Improvement Funding**: To 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. PS 109, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 109 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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., ESSA/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 Every Student Succeeds Act (ESSA);
- 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)

School-Parent Compact (SPC) Template

PS 109, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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;
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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
<tr>
<td><strong>Total # of ELLs to be served:</strong></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

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

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: ____

P.S. 109 will be continuing its ongoing commitment to strengthen the academic proficiency of our English as a New Language Learners through The Title III After school Program. Many of our ENL Students will reap great academic benefit from the instruction provided by our certified English as a New Language teachers and other certified bilingual instructors who will be leading the program. Approximately 100 ENL Students will be selected to take part in the P.S. 109 Title III Supplemental After school Program. The Program will target weaknesses in our students ability to recognize the appropriate academic language that is necessary to improve their reading and writing skills.

The after school program will run from November 16, 2018 through March 16, 2019. The program will take place on Wednesday and Thursday afternoons from 2:40-3:40. This program will include 103 students from grades 1-5 and will consist of 30 sessions. The instruction will be provided by 10 teachers with ENL or bilingual certifications.

Students identified in the EDAT data as at risk with three or more factors will be given higher priority in the participation of the after school program. Some of these specific factors are years of service/long-term ENL learners, ELA and Math scores 1 or 2, regression of one or two proficiency levels and/or no progress on the NYSESLAT. In addition to the EDAT data, we will be using the 2018 NYSESLAT scores to help determine our focus area and student groups. Students at the Entering-Emergence and intermediate levels of English proficiency will be chosen to participate. This include 4 ENL students that scored at or below 25th growth percentile and scored 1 or 2 on Math and ELA, 41 ENL students with 3 or more at-risk factors mentioned above and the 17 ENLs with 5 or 6 years of service.

A close analysis of data reveals that our ENL students are struggling with academic reading and writing. Data indicates that 20 out of 25 students tested on 2nd grade scored low in writing modality and the same is reflected on grades three to five. The lack of academic reading and writing skills hinders the ENL students progress in other content areas such as Math and Science. So, it is imperative that these areas are targeted.

The focus of our Title III this school year will be Literacy. Students will be grouped according to language level and modalities of need. Explicit language instruction will develop reading concepts, 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 after school program will use 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
Part B: Direct Instruction Supplemental Program Information

provide two hours of instruction a week tailored to the language and skill needs of their learners. In order to provide these services teachers will be using high quality resources such as:

The Leveled Literacy Program by Fountas and Pinnell will be used to facilitate guided reading.

These resources will be used to provide remedial and literacy instruction to Entering, Emergent and Transitioning English as a New Language students in grades 1-5 to achieve three main objectives: 1) reinforce and help develop foundational reading skills, 2) provide instruction that supplements the ongoing learning in the student’s general classroom and 3) ensure that through our supplementary instruction ENL students are prepared to meet the Annual Measurable Achievement Objectives (AMAO) in reading and writing and any other State Academic standards expected of all students in their respective level.

Grade/Language Level:
Group 1: Grade 1-EN/EM Level -8
Group 2: Grade 1-TR Level -8
Group 3: Grade 2-EN/EM Level 14
Group 4: Grade 2-TR Level 13
Group 5: Grade 3- EN/EM Level- 11
Group 6: Grade 3-TR Level 5
Group 7: Grade 4- EN/EM Level 10
Group 8: Grade 4-TR Level 13
Group 9: Grade 5-EN/EM Level 10
Group 10: Grade 5- TR Level 11

Part C: Professional Development

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

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

Begin description here: _____

Data indicates that rigorous instruction is a major component in achieving students' success. Since teachers play an important role in imparting our students with the quality instruction they need to succeed in the 21st century, providing teachers with on-going professional development is of the utmost importance.

The P.S. 109 Title III Professional Development goal is to keep teachers abreast with new ENL methodologies, strategies and research-based approaches. Therefore, as in previous years, Title III teachers will participate in technology training and school-based coaching provided by
Part C: Professional Development

educational institutions and in-house experts. Teachers College continues to support our instructional program through regular monthly lab-sites, planning, classrooms inter-visitations, one-to-one coaching and workshops; all vital training that helps in equipping our teachers with the tools to understand how students learn and to implement strategies that effect change in raising students' achievements.

Extended day Professional Development is offered every Monday afternoon to all classroom and cluster teachers who service our ENL students. Some of these professional development opportunities include---but are not limited to---training our teachers to use data to gear instruction and to present information and concepts in a comprehensive manner. Thus demonstrating how knowledge is contextualized and applied across the different levels of English language acquisition, while also enhancing our teachers' ability to use curriculum learning standards.

There will also be extended day collaborative development meetings held on the first Monday of every month from 3-4 specifically for teachers participating in the Title III program. The meetings will be provided by the Assistant Principal, Rachel Adelstein, the Literacy Coach, Priscilla Roldan and the ENL team. These meetings provide our Title III teachers with the opportunity to develop effective language strategies that will assist them in meeting the special academic needs of our ENL students at no additional cost to the Title III Program.

Original records of the professional staff development sessions (Agendas and attendance sheets) will be maintained in the Main Office and copies will be filed in the Title III binder in Room 1000.

In addition to the following professional Learning Cycles, teachers will have the opportunity to attend Teachers College, DELLS, Fordham NYC-RBERN and Bronx Field Support Center professional developments throughout the school year 2018-2019.

Professional Learning Cycle Dates: 12/05/18 _ Understanding the Hallmarks of Advanced Literacy01/09/19 The Power of Teacher Talk (Hallmark 2: Video)03/06/19 Talk/Discuss to build Language and Knowledge05/01/19 Study a small set of high Utility vocabulary words to build breadth and depth of knowledge

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: _____
Part D: Parental Engagement Activities

P.S. 109 recognizes that encouraging greater involvement at school from all students’ families may be an important strategy for addressing the achievement gap between high-literacy and low-literacy families. It is a fact that when schools support parent involvement at home and schools, students make greater progress. For these reasons, as in previous years, P.S. 109 will allocate funds to provide family literacy instructions, parent outreach and training activities to help parents become more active participants in their children’s education.

Based on the community needs, we are offering the parents of our ENL students the tools and strategies needed on supporting their children social and academic language acquisition. Below is a list of dates and topics for a series of parent workshops run by the ENL Team and Parent Coordinator Lashonna Cooper. It is our goal to engage the community in the education of our ENL population. Tentative parent workshops topics and dates:

Date: Focus Topics/Activities
1/01/18 But What If I Don't Know English? How can I help my child?
12/06/18 Simple Ways to Encourage Learning
01/03/19 Identifying Cognates to build Parents Vocabulary
02/07/19 Using Multicultural Rhymes for Oral Development
03/07/19 Help Your Child Understand What She/He Reads
04/04/19 Trip to Local Library

The 10% money allocation for parental involvement will be used to provide parents with refreshments and supply materials needed for workshop activities and Adult English as a New Language classes. Parents will be encouraged to become parent volunteers. The school primary emphasis is to give the parents of our ENL students the opportunity to be involved in their child’s educational growth outside the regular school day and to see some of the enriching things their child is learning.

In an effort to further develop partnerships with parents and keep them involved in the school community, P.S. 109 will offer parents ENL Adult classes. The classes will be taught by the bilingual certified teacher, Yanira Burgos. ENL Adult classes will be held every Friday from 3:15-5:15 p.m. as of November 4, 2016 until May 12, 2017. The ENL Adult classes will consist of 24 sessions. The information for the ENL Adult program as well as the series of parental workshops will be disseminated to the school community through flyers and monthly calendars in the parents preferred language.

Records of Parents Workshop and Adult ENL classes (Agendas, attendance, Notification Letters and Calendars) will be maintained in the Title III School Binder in Room 1000.

In terms of oral interpretation, 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 79 percent of the 719 student population of our school comes from Hispanic families and that 26.1 percent are English Language Learners, there is clearly a high need for written translation and oral interpretation of the Spanish language. The other percentage of our largely African immigrant population is English dominant. Therefore, the school provides written translation and oral interpretation in Spanish. When necessary, all correspondence is translated in other languages via the DOE translation services. School monthly calendars, flyers, permission slips and other important documents are translated in Spanish to ensure all parents are informed of the events of our school community.
**Part D: Parental Engagement Activities**

The Community Coordinator and ENL Team 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.

In addition, Bilingual Staff will now offer parent meetings every Tuesdays during Parental Engagement throughout the year to discuss their children's progress and the goals we have for our students, as well as what they can do to help support these language goals.

**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>_____</td>
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<td>(schools must account for fringe benefits)</td>
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<td>_____</td>
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<tr>
<td>• Per session</td>
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<td>_____</td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Purchased services</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>Other</td>
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<td>_____</td>
</tr>
<tr>
<td>TOTAL</td>
<td>_____</td>
<td>_____</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT  
GRADERS K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>109</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jossette Claudio</td>
<td>Ruth Rivera-R/Rachel Adelstein</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Roldan</td>
<td>J. Paulino</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL Teacher/Bilingual Teacher</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Figueroa</td>
<td>Luis G. Quan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Service Provider</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacancy</td>
<td>L. Cooper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leticia Rosario</td>
<td>N. Vasquez</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>663</td>
<td>205</td>
<td>30.92%</td>
</tr>
</tbody>
</table>

**Part II: ELL Demographics**

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

As an effective formative assessment practice for ELL students at P.S.109, the ENL providers maintain student’s portfolios consisting of samples within the five components of English acquisition to show and celebrate individual student growth over time. Through portfolios, student work becomes the centerpiece of conferences and collaborative meetings with classroom teachers and ENL teachers. As a systematic formative measure student portfolios are intended to focus on feedback for the teacher, student and ENL provider as well as parents.
2. What structures do you have in place to support this effort?
As a critical step in strengthening ELL formative assessments P.S.109 has created and sustain collaborative time to analyze student work. Evidence-based conversations between educators about what students are producing directly lead the ENL Teacher and class room teacher towards ideas for effective student feedback and instruction. As a professional learning communities P.S.109 also provides opportunities for collaboration with ELL specialists to deepen content teachers’ understanding of language and literacy. Together we consider building data walls of multiple measures of ELL data quarterly to facilitate data-driven coaching cycles and team planning. In these ways, we can offer a “photo album” approach to show progress over time, celebrating students’ journey of academic language development.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
As a baseline assessment the ELL program uses the NYSITELL for incoming students and the Spanish LAB if needed, to assess students’ knowledge of English language acquisition. These assessments help support our ELLS as well as classroom teachers in providing data base on students’ needs within NYS Common Core Learning Standard (CCLS) and the New York State Bilingual Common Core Initiative (NLAP). The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching. As a baseline assessment the ELL program determines students’ placement under the five levels of English language acquisition competencies (Entering, Emerging, Transitioning, Expanding and Commanding). The NYSESLAT is used as a benchmark assessment to indicate the progress of ELL students within the school year, targeting the five components of English acquisition (speaking, listening, reading, writing and grammar). Affording the Certified ENL as well as classroom teacher to view student’s growth and plan for next steps for instruction in the upcoming year.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We conduct small group instructions to address the five components of the Language (speaking, listening, reading, writing and grammar, during integrated instructional time focusing on content areas of the school curriculum, as well as during stand alone targeting the individual students needs based on differentiation instruction according to the students reading levels and according to their English Proficiency Levels.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
ELL Data collection tool to be rolled out this school year.
Part IV: ELL Programming

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]).
   a. 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.
   b. TBE program. If applicable.
      Not applicable, TBE program is not offered at the school.
   c. 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?
   a. 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 ESL 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 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 five components of the language: reading, writing, listening and speaking and grammar.

   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 Early Literacy Program, After School Program and Saturday Academy.

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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 Engage NY 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.
7. 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.

8. 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 non-fiction 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.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?

None

11. 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 After-school Programs and Saturday Academy.

12. 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.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?  
NA

16. 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.

17. What language electives are offered to ELLs?  
N/A

18. 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.

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 and non-pedagogic staff.) 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?  
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 addressed 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 Accommodations 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 DELSSS 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.

CKLA workshops
School-based professional development focused on the implementation of the Common Core Shifts

2. 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.

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.

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

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. 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's education, P.S. 109 encourage parents to become Learning Leaders and be involved in their children's school.

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:
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Josette Claudio, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status
      relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services
      are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality
      translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility
      to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish
   LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources
   available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-
   education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent
      video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask
      questions so that they are informed about all ELL programs; translation and interpretation services are provided
      throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program
       in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent
       choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose
    ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josette Claudio</td>
<td>Principal</td>
<td></td>
<td>10/13/15</td>
</tr>
<tr>
<td>Rachel Adelstein</td>
<td>Assistant Principal</td>
<td></td>
<td>10/13/15</td>
</tr>
<tr>
<td>L. Cooper</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/13/15</td>
</tr>
<tr>
<td>P. Figueroa</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/13/15</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>10/13/15</td>
</tr>
<tr>
<td>L. Delgado</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/13/15</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/13/15</td>
</tr>
<tr>
<td>P. Roldan</td>
<td>Coach</td>
<td></td>
<td>10/15/15</td>
</tr>
<tr>
<td>C. Watson</td>
<td>Coach</td>
<td></td>
<td>10/15/15</td>
</tr>
<tr>
<td>J. Paulino</td>
<td>School Counselor</td>
<td></td>
<td>10/15/15</td>
</tr>
<tr>
<td>L. Rosario</td>
<td>Superintendent</td>
<td></td>
<td>10/15/15</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/15/15</td>
</tr>
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<td>______</td>
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<td>Other _____</td>
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<td>Other _____</td>
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<td>10/15/15</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel</td>
<td>Adelstein</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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’s emergency card. Parents are also given the Federal Parent/Guardian Student Ethnic and Race Identification form to identify their ethnic background. In the even that a parent requires support in a language not spoken by school personnel, the Translation & Interpretation Unit is contacted.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>56%</td>
<td>English</td>
<td>56%</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>44%</td>
<td>Spanish</td>
<td>44%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

   | Spanish |

### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Parent Newsletter</td>
<td>Each month, September-June</td>
<td>Our Parent Coordinator creates the document, adding in all pertinent information. Our Family Worker translates the document into Spanish. The Newsletter is reviewed in both English and Spanish for coherence, then copied for the school community.</td>
</tr>
<tr>
<td>Parent Teacher Conference Notices</td>
<td>September, November, March, May</td>
<td>Our Parent Coordinator creates the document, adding in all pertinent information. Our Family Worker translates the document into Spanish. The document is reviewed in both English and Spanish for coherence, then copied for the school community.</td>
</tr>
<tr>
<td>Open House Flyers</td>
<td>Monthly</td>
<td>Our Parent Coordinator creates the document, adding in all pertinent information.</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September &amp; May</td>
<td>We assign translators to each floor to support teachers in communicating with the parent community.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November &amp; March</td>
<td>We assign translators to each floor to support teachers in communicating with the parent community.</td>
</tr>
<tr>
<td>School Leadership Team</td>
<td>Bi-monthly</td>
<td>There is a designated staff member on the SLT charged with translating for parents that do not speak English.</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>Monthly</td>
<td>We assign translators to each floor to support teachers in communicating with the parent community.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our school uses a system called "Phone Blast" to reach out to families in the event of an emergency. Phone blasts are provided in both English & Spanish.

Part C: Training Staff on Policies and Procedure

2018-19 SCEP-FL
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Chancellor's Regulation A-663 is outlined within our Employee Policy Handbook. All staff members are provided the handbook on the first day of school.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school sends a written letter to parents notifying them of their rights regarding translation and interpretation services in their home language. A flyer outlining how and where parents can obtain translation services is posted on our Parent Information Board in the main lobby of the school.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parents in our School Leadership Team share insight and feedback with the other members. Additionally, parents are invited to our monthly Parent Teacher Association Meetings where they can share feedback and experiences.