

P.S. 105 serves a high poverty community in Brooklyn, New York. The school is the largest elementary school in the city with a population of 1,800 made up of 93% Chinese, 4 % Hispanic, 1% white and 2% multi-racial students. 57% of the students at the school are English Language Learners (ELLs) and 35% of the students were former ELLs. 100% of the students are eligible for a free or reduced lunch. P.S. 105 has a strong instructional leader and has maintained a strong working relationship with Generation Ready since the 2000-2001 academic year. The initial focus of the consultancy work was literacy. In the 2010-2011 academic year, the consultancy work expanded to include mathematics, science, social studies and instructional technology. The focus of the consultancy has been on teacher effectiveness and strengthening instructional practice. The Principal Performance Review (PPR) school literacy goal for 2013-2014 was to provide a rigorous curriculum with tasks for all students, including students in all subgroups, students with disabilities and ELLs.

## Solution

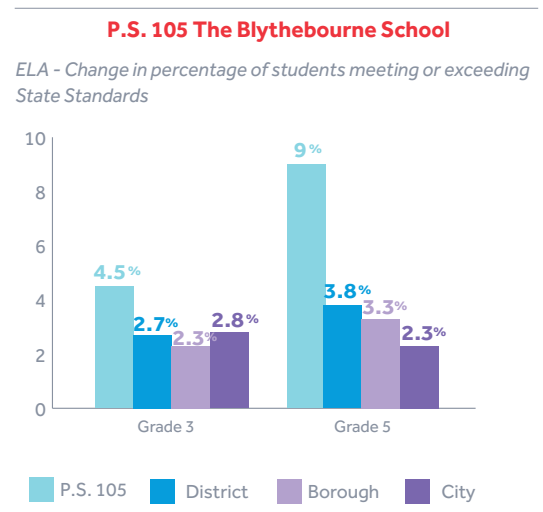
The goal for literacy consultancy was to have all students, including students with disabilities and ELLs, demonstrating progress towards achieving State Standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the New York State ELA assessment by June 2014. The literacy consultant focused on what students were taught as well as the effectiveness of the teaching.

This led to a school-wide focus on planning and preparing where teachers were supported in developing units of study based on the Understanding by Design planning framework and Universal Design for Learning (UDL) principles. The emphasis on planning and preparation has resulted in teachers deepening their understanding and ability to plan learning activities, assessment and rubrics that are accessible to all students, including students learning English as an additional language. By using tools such as Hess's Cognitive Rigor Matrix and Webb's Depth of Knowledge, teachers have developed rigorous learning activities and units of study that include high quality supports and extensions that cognitively engage and challenge all students. All teachers regularly work in groups to look at student work using protocols to establish evidence of student's performance towards the intended learning goal or to seek evidence about what the instructional task revealed about student learning.

## Results

The needs of all sub groups have been addressed in planning. As a result of planning for vocabulary instruction across content areas, and using scaffolds for ELLs, students have made noteworthy progress. In the 2012-2013 New York State English as a Second Language Achievement Test results, 64.2% made significant progress.

Based on the ATS Subject Performance report, of the 882 students who took the ELA Spring 2013 exam, there are only 93 (11%) students who did not meet promotional criteria. Therefore, 89% of students who took the ELA met promotional criteria. Only 10 (1%) of the students who did not meet promotional criteria have Standard promotional criteria. The rest of the 9% who did not meet promotion criteria hold Multiple (ELLs), Modified (Special Education) or Exempt (New ELLs) criteria.



Data shows change between 2013 and 2014; reflective of 2014 ELA state tests