



PS 9M

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 03M009
ADDRESS: 100 WEST 84TH STREET, NYC 10024
TELEPHONE: 212.678.2812
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 009 **SCHOOL NAME:** Sarah Anderson

SCHOOL ADDRESS: 100 West 84th Street, NYC 10024

SCHOOL TELEPHONE: 212.678.2812 **FAX:** 212.873.4681

SCHOOL CONTACT PERSON: Kay Cohen **EMAIL ADDRESS:** Kcohen3@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kay Cohen

PRINCIPAL: Diane Brady

UFT CHAPTER LEADER: Elisabeth Austin Page

PARENTS' ASSOCIATION PRESIDENT: Meredith El Nems

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** CFN3

NETWORK LEADER: Lucius Young

SUPERINTENDENT: Sara Carvajal

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Diane Brady	Principal	
Elisabeth Austin Page	*UFT Chapter Chairperson or Designee	
Meredith El Nems	*PA/PTA President or Designated Co-President	
Kay Cohen	PS 9 Staff Co-Chair	
Alethia Cruse	DC 37 Representative, if applicable	
Joanna Freedman	Teacher	
Sara Fisher	Teacher	
Roulan Lee	Teacher	
Rose Ann Watson Ansty	Parent	
Tara Maurice	Parent	
Debbie Baron	Parent	
Andy Strott	Parent	
Beth Berns	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 9 is located on the Upper West side of Manhattan in New York City. PS 9 is fortunate to be located in a diverse neighborhood filled with cultural institutions, commercial landmarks and a vibrant population. Our school partners with several groups in order to offer students experience in the fine arts aligned with each grade's curriculum including but not limited to: The American Museum of Natural History, The Children's Museum of Manhattan, The New York City Ballet, Carnegie Hall, The Metropolitan Museum of Art, and The Museum of Modern Art.

Students at PS 9 learn about neighborhoods and communities throughout their primary education. The school's location is ideal for hands-on learning, located near the US Post Office, the 20th Police Precinct, Engine 74 Fire department and a public library.

Students in the upper grades have an enriched Social Studies curriculum as well. Students in grade 3 visit museums, cultural neighborhoods and dine on ethnic cuisines. Grade 4 takes a boat trip along the Hudson River and visits historic Philadelphia, PA. Fifth graders participate in an overnight trip to Gettysburg, PA.

PS 9 provides a mixture of integrated and differentiated curriculum that is strongly enriched with instruction in art, music, technology, and foreign language. This rich curriculum promotes high academic achievement with challenging content for all students. A strong network of support services, the parent teacher association and the school leadership team contribute to our success in fostering a cohesive and cooperative educational community.

PS 9 is a high performing school and we have been identified as an "Outstanding" school through our Quality Review. The philosophy of the school is a commitment to providing equity to all children. Our dedicated staff participates in ongoing staff development; in addition to meetings designed to facilitate the individual needs of students in all programs, teachers in each grade work collaboratively across programs. As a result, teaching methodology and practices are designed to better serve the needs of all children. Mentor support is available to all teachers, and yearly Learning Walks have been designed to support ongoing professional learning. We have developed partnerships with similar schools to share best practices.

In recent years, we were awarded the designation of one of New York State's "high performing gap closing schools". We were given this designation because we met all applicable state standards for English Language Arts, Mathematics and Science and also made Adequate Yearly Progress in all areas. The award is tangible evidence of our ongoing commitment to improve student achievement.

Celebrations are integral to life at PS 9. Throughout the year, classrooms celebrate their accomplishment as each unit of study is completed; all families are invited to participate. Culminating performances and exhibitions in the arts and math have become a yearly tradition. PS 9 has an outstanding home-school relationship. Parents are active participants in learning, community-building, fundraising, and spirit activities. Our parent fundraising pays for an assistant teacher in every classroom, Spanish and Chess enrichment programs, and additional funding for art and music.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	PS 9 Sarah Anderson			
District:	03	DBN #:	03M009	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	34	36	35		95.1%	95.9%	96.5%		
Kindergarten	83	87	123						
Grade 1	94	88	82	Student Stability: % of Enrollment					
Grade 2	77	94	92	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	72	73	95		97.4%	98.1%	TBD		
Grade 4	80	69	76						
Grade 5	70	76	63	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					30%	23.1%	30.9%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	14	3		
Grade 12									
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	510	523	568		0	7	6		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	6	Principal Suspensions	0	5	0		
No. in Collaborative Team Teaching (CTT) Classes	10	9	19	Superintendent Suspensions	0	3	0		
Number all others	38	42	38						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	27	36	39	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	13	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	27	29	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	14	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	TBD
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.8	.4	.4	Percent more than two years teaching in this school	51.9	65.5	TBD
Black or African American	11.2	10.3	9.7	Percent more than five years teaching anywhere	40.7	41.4	TBD
Hispanic or Latino	25.1	24.1	22.1				
Asian or Native Hawaiian/Other Pacific Isl.	8.2	7.6	7.1	Percent Masters Degree or higher	85	79	TBD
White	54.7	56.2	56.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	84.9	TBD
Multi-racial	0	0	51				
Male	46.8	48.4	49.3				
Female	51.4	51.6	50.7				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	✓	✓					
Multiracial							
Other Groups							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
		PS 9 last had a QR on the Spring of 2008 – Below results are for the QR 2007 - 2008	
Overall Letter Grade	A	Overall Evaluation:	Outstanding
Overall Score	82.4	Quality Statement Scores:	Outstanding
Category Scores:		Quality Statement 1: Gather Data	Outstanding
School Environment (Comprises 15% of the Overall Score)	13.5	Quality Statement 2: Plan and Set Goals	Outstanding
School Performance (Comprises 25% of the Overall Score)	23.5	Quality Statement 3: Align Instructional Strategy to Goals	Outstanding
Student Progress (Comprises 60% of the Overall Score)	44.1	Quality Statement 4: Align Capacity Building to Goals	Outstanding
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Outstanding
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Needs assessment was conducted in the following ways:

Our school's educational program has been informed by a review of the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Teachers have made a very strong commitment, in grade level meetings, as well as cross-grade level meetings, to review the curriculum, materials and assessment information. This is inclusive of; New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, Learning Walks/Formal evaluations based on the Professional Learning Standards, school-based assessments and our PS 9 action plan from the 09-10 school year. Based on our findings and observations, we have formulated the goals and objectives for this year.

Our major goal is to assess our school needs in a meaningful way. As a school, we have developed the "Whole School Improvement Action Plan". This action plan was authored by the entire school community. The staff met during Election Day in November to analyze the above mentioned school data and to set goals for this action plan. We are focused on personalization, precision and professional learning communities. These are at the heart of our Whole School Improvement Action Plan, modeled after the work of Robert Fullan. This framework drives the CEP. All student data is analyzed to monitor students across the educational continuum; inclusive of ELL students, SETSS students, at risk students, as well as students in general education and gifted classes. As an inquiry team, we will be reviewing the Core Standards and looking at units of study, formative assessments and student work in the context of these Core Standards.

We use Acuity as part of our plan to look closely at the needs and the progress of our students. Additionally, formative and summative assessments are used to drive standards based instruction on a daily basis and to develop both short and long-term goals. We also use this to inform our professional learning calendar and to make allocations in our school

budget. Teachers are expected to meet with the assessment coach, to administer ECLAS in the lower grades, to analyze data from Acuity, state assessments, classroom assessments, student work, conference notes, book levels and the grade level state standards. This information provides data necessary to plan individualized and differentiated instruction. Given the limited budget, there will be a commitment to schedule multiple common preps on the grade level so that these conversations around data and differentiated planning can continue to be an integral part of each and every classroom. Additionally, we are developing a focused outline for the weekly common preps to ensure that collaboration and assessment conversations are facilitated.

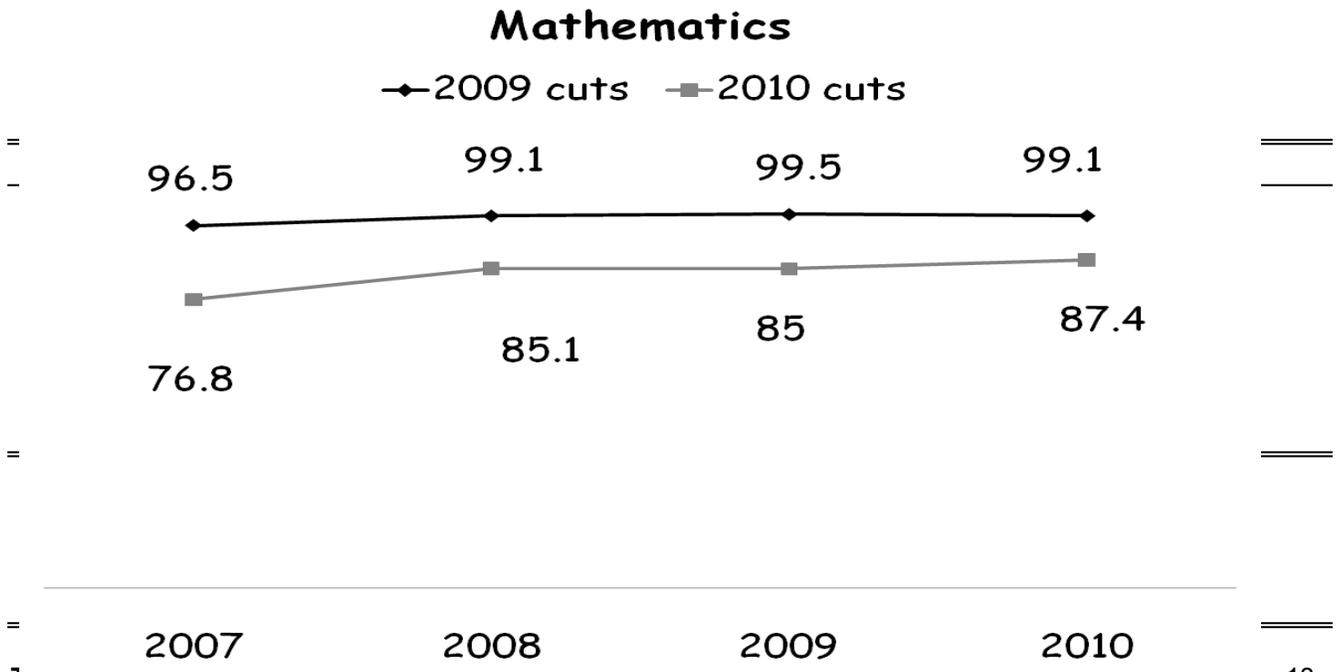
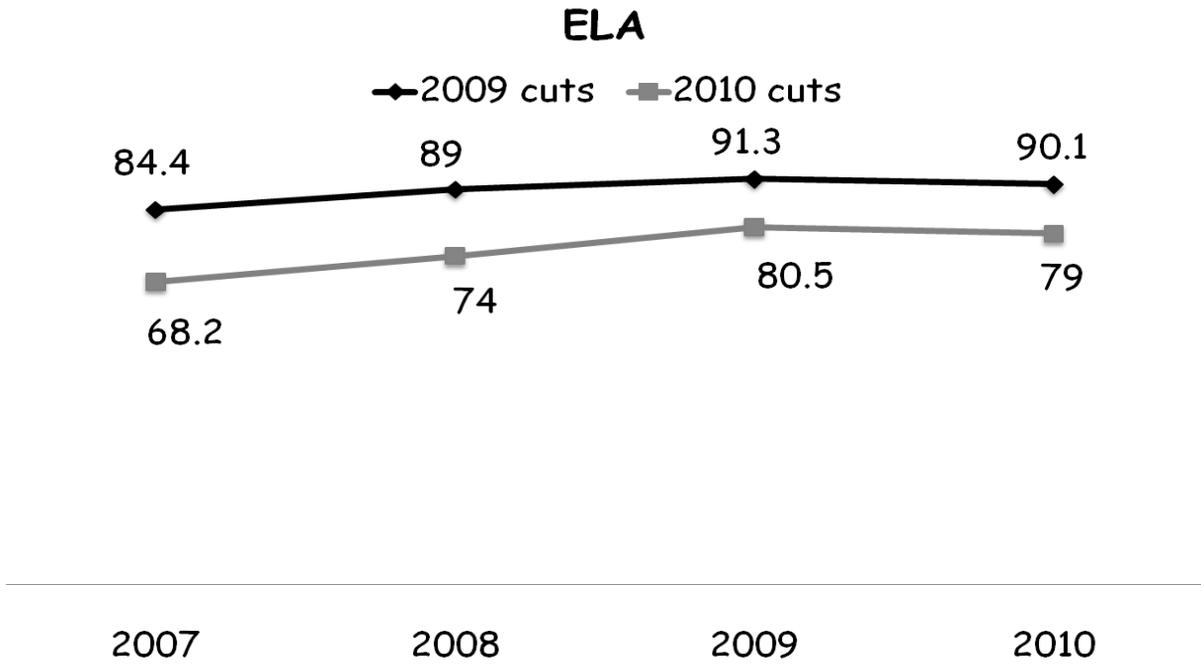
This year, the book study is, "RTI From All Sides; What Every Teacher Needs to Know", by Mary Howard. The school wide focus will be on designing a framework for responsive differentiated teaching and utilizing school support systems in the most efficient and effective way.

Professional development periods are dedicated each year, to using the on-line data provided by Acuity and ECLAS. This information guides the decisions that teachers make regarding small groups and mini-lessons. We also use this data to identify at-risk students and to support value-added growth for students across the continuum. Throughout the year, as data is collected, it is analyzed. For example, we have analyzed the ECLAS results, Acuity results, book levels and math "open responses". All staff members utilized informal reading, writing and mathematics assessments as well as unit assessments from Everyday Mathematics to analyze student work in order to set strategic individual/group/class goals. The information gathered from this will be used to further inform the decisions that teachers make regarding curriculum planning. Grade levels have worked together, with the support of the literacy and mathematics coaches to develop curriculum maps, units of study, inclusive of lists outlining the resources needed, professional development activities required and an outline of the funding required to support it (per session, outside institutes, books, professional resources, etc). In analyzing the big picture, we abstracted and analyzed the scores and AYP's as documented in the annual school report card along with our own school analysis of the many subgroup (gender, ethnicity, ELL's special education etc.) trends and their performance during Inquiry Team sessions. In addition to our setting goals we have been engaged in the practice of facilitating goal setting with our students by utilizing standards-based checklists, rubrics and benchmark student work. We continue to be reflective about our own practices by utilizing the *Santa Cruz Professional Learning Standards*. This tool is utilized by staff and SLT in focused "learning walks". School administration uses it as the formative assessment to guide the formal and informal observation process. Our school received a score of "Outstanding" on the Quality Review in 2008-2009 as a result of the several initiatives mentioned above. We are proud of this accomplishment. More importantly, we know the efforts made by staff to enrich our daily instruction with these best practices, are the assurances required that our students achieve individual value-added growth.

Analysis:

We have received the 2010 ELA State exam scores. This year, we did experience a drop in the percentage of students who scored a level 3 or 4. This year 77.7% of grade three students achieved levels 3 or 4 with 83.8% of grade four and 72.6% of grade five students meeting or exceeding the standards. This represents a decrease of 13 % points in ELA. Below is the chart with the grade level breakdowns, indicating grade level performance

patterns. It should be noted however that if the structures set for the scale scores in the '08 and '09 year had remained in effect the results would have remained consistent (see below).



Mathematics % students scoring level 3 or 4	2008	2009	2010
Grade 3	98.6	100	84.5
Grade 4	100	100	90.4
Grade 5	97.2	99	82.0

English Language Arts % students scoring level 3 or 4	2008	2009	2010
Grade 3	83.1	90.5	77.7
Grade 4	85.0	90.6	83.8
Grade 5	94.2	92.7	72.6

Further analysis of the Progress Report reveals that the median growth percentile for our students was 72%, with the lowest third averaging in the 70th percentile. The implications are that as a school community, our focus needs to continue to be on “personalization, precision and professional learning communities”. We must continue to focus on the individual needs of all students, across the continuum, inclusive of the gifted learner. We will continue to analyze this data as we plan for next year. We will continue to focus our work on the application of “strategic reading and writing” after analysis of acuity, state tests and a review of student work alongside developmental or grade level. We are committed to continuing our work in

this area. This strategic work is a school wide initiative through our school “inquiry study”. All staff (K- 5) has engaged in professional development and the implementation of these practices

Our scores on the 2009 Mathematics State exam are also evidence of our commitment to “precision, personalization and professional learning communities. Charted just above are the grade level breakdowns, indicating grade specific increases. As with the ELA scores, we experienced a drop in the percentage of students attaining levels 3 and 4. The implications being that once again, personalization, precision and professional learning will be the cornerstone upon which we plan for the coming year.

We received letter grade of “A” on the 2009 – 2010 Progress Report in the areas of School Environment and Student Performance. The overall grade was a “B”. The area of Student Progress is the area we are most committed to improving. As is indicated in the charts below, the students in the gifted program exhibit a lower average growth percentile than the students in the general education program. When we examined the scores on a programmatic level (gifted and general education) we found that in fact, our gifted learners showed the least amount of progress, although their performance scores exceeded the citywide norms and are exceeding grade level standards. For this reason, we are committed to continuing to incorporate Bloom’s Taxonomy and to plan strategically so that the needs of every child are met.

Gen Ed	Grade 3		Grade 4		Grade 5	
	ELA	Math	ELA	Math	ELA	Math
Average Proficiency Rating	3.11	3.37	2.84	3.41	2.67	3.16
Average Growth Percentile			56.05	66.22	45.31	31.0

Gifted	Grade 3		Grade 4		Grade 5	
	ELA	Math	ELA	Math	ELA	Math
Average Proficiency Rating	3.89	4.00	3.75	4.25	3.73	3.86
Average Growth Percentile			81.94	90.10	67.15	54.80

The implications are that, as a school community, our focus needs to continue to be on “personalization, precision and professional learning communities”. We must continue to focus on the individual needs of all students, across the continuum, inclusive of the gifted

learner as well as the at risk student. Specifically, we will continue to analyze Acuity to determine the implications for differentiation of instruction. Identified concerns will be addressed through focused, strategic lessons to be carried out in individual, small group and whole class lessons.

When the test results are examined by demographic:

	Males		Females		Special Education	
Average Proficiency Rating	3.40	3.75	3.54	3.80	2.80	3.16
Average Growth Percentile			70.30	67.79	57.87	50.33

In looking at the data above, there is no real statistical difference between males and females, although the females indicate a slightly higher achievement level and growth percentile. Special Education students scored lower on the ELA and the Math and had a lower growth percentile. There were too few students in the upper grade ESL category to establish a statistic. It should be noted that this occurred due to students successfully testing out of ESL status.

Ethnicity	Caucasian		African American		Hispanic	
	ELA	Math	ELA	Math	ELA	Math
Proficiency Rating	3.75	4.04	2.92	3.14	3.05	3.40
Average Growth Percentile	75.52	76.04	63.36	63.73	56.32	46.41

When we look at the data by ethnic group, it is clear that the African American students have the lower achievement levels and that the Hispanic students exhibit the lower growth percentile. The work here again, is clear. As a school community, we must continue to focus on strategic planning so that each and every student has access to the standards and is successful.

The overall implication is that we are on track with our school action plan.

Our findings provide many implications for the 2010– 2011 school year. As we continue to strive toward academic excellence, we believe that meaningful staff development and a standards–based curriculum will continue to provide the structure needed to achieve our goals. It is vital that veteran teachers and staff developers continue to model and share best

practices with newer teachers. The 2009-2010 budget allocation provided for coach support and per-diem coverage for 90-minute blocks, which were used for professional development throughout the school year. We are committed to continuing this model for the 2010 – 2011 school year. Further, we are planning focused professional development sessions, based on specific needs identified by staff during their needs assessment. The inquiry/PD/Coherency team will continue its work to align the needs assessment and PD across grade levels. Specifically, after careful analysis of our performance on the State tests, teachers have identified a need in the area of writing. Professional development has been once again planned to support this with ELL, SETSS, gifted, at risk and general education students. SETSS and ELL teachers will continue to support at-risk students both by pushing in and pulling out. Rigby has been hired and has completed one round of Professional Development with the entire staff around writing, and developing strategic writing rubrics and goals. Another session is planned for December.

We will continue to implement and improve upon our current instructional practices as described above. In addition to the baseline instructional strategies, we will enrich the curriculum with appropriate materials. We will continue to focus on those students who have not met grade level expectations and provide them with additional support. We have arranged the schedule so that there are additional staff members, with literacy expertise, who support small guided groups in the classroom. Additionally, the technology teacher will incorporate the Everyday Mathematics Online Games. Extended day program support will be provided for students on all grade levels. Our budget will provide the allocations needed to support these initiatives.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1 –

K -5 – 90% of IEP, LEP, AIS, and struggling Gifted students (as identified by ELA results 2009) will end the year reading at the Fountas and Pinnel book level appropriate to their grade level or modification level.

We are committed to daily formative assessment practices. We recognize that all students in all grade levels must be assessed and monitored at regular intervals to measure progress and to reset short-term goals. We further recognize that all students must have access to the expectations/standards required of them at each grade level and that their participation in goal setting is integral to success. Specifically, our school inquiry goal is to collect and measure book levels at intervals throughout the year to monitor student progress. This data additionally informs decisions about assigning at-risk support, implications for strategic planning and professional learning activities.

Goal 2 –

The percentage of students in grades 3-5 performing in mathematics at levels 3 and 4, will increase by 1% (from 87% achieving levels 3 and 4 – to 88%) in the 2010-2011 school year.

The math performance scores have been exceedingly high in past years. We have worked very hard to maintain this and to ensure that all students succeed. The statistical reality is that it becomes increasingly more difficult to evidence one year's worth of growth if students are already performing above the grade level standard. The 2008-2009 Progress Report indicated that 76.1% of students evidenced one year's worth of growth. This put us at 67% of our Peers and 86% of the City.

Goal 3 –

To increase the community's knowledge of the role of the SLT by 5% as measured on the *internal* PS9 SLT School Survey.

We are committed to increasing our community's knowledge of the SLT and the importance of this work. When we first started measuring this on our annual internal survey, we were surprised to learn that many in our community did not know what the SLT was or what it did. Last year we worked to increase knowledge about the SLT by posting the minutes on our PTA list serve and by generating more articles about the SLT in our PTA newspaper. The survey results from this year showed that 81.2% of respondents knew what the SLT was and

what it did. Fewer respondents knew that they could audit SLT meetings. This year we would like to increase the percentage of respondents who know about the SLT and what it does to 86.2%.

Goal 4 –

To increase the awareness in the PS9 community of the academic model (workshop model) at PS9.

Our Learning Community is committed to “getting smart” about teaching and learning. We want to ensure that the entire PS9 community understands better what the workshop model is and how the teaching process works at PS9. This will be measured on the internal PS9 SLT School Survey.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>K - 5 – 90% of IEP, LEP, AIS, and struggling Gifted students (as identified by ELA results 2009) will end the year reading at the Fountas and Pinnel book level appropriate to their grade level or modification level.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Inquiry team to review all book level data and ELA data from the State tests - and share with staff in grade level meetings Sept/October; • Students will be identified as IEP, LEP, AIS and “struggling gifted” and monthly book levels will be collected for these students. • This information will be charted and shared with staff. • Acuity Predictive and ITA tests administered (November, January, May,) and results analyzed by staff and assessment coach • Professional Development will occur to identify strategic plans for classroom and individual instruction during 90 minute blocks (October, December, April) • Whole School Action plan designed by school staff June and November during Chancellor’s Conference Days. • Consultants hired (funding permitting) to support learning and achievement in the area of literacy and the creation of the strategic action plan. If funding not available, we are in conversations with schools within the network to share resources. • Extended-day test practice sessions for at-risk students in jeopardy of losing value-added growth (March – April) • Reading support staff assigned to at-risk students (September - June)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> • Monies allocated in Galaxy (school budget) to support: part-time Assessment coach, a part time literacy support teacher, per diem coverage for substitute teacher to cover classes while teachers attend professional development, Per session coverage to support teachers planning meetings during the summer and after school hours, Per session to cover the cost of the teacher for the Extended Day program, supply money to cover the cost of purchasing materials to support Extended Day program

<i>described in this action plan.</i>	<ul style="list-style-type: none"> Approval of the above budget lines at School Leadership Team meeting
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> Final accomplishment will be measured by the end of year book level results. These results will be charted and analyzed by the staff Interim accomplishment will be measured using the results of the Acuity (for upper grades) <p>Ongoing formative assessments conducted by classroom teachers with the required submissions: Book Levels will be collected three times a year by administration (Oct., Jan., and June) for all students and monthly for students identified.</p>

Subject/Area (where relevant): Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>3-5 value added: The percentage of students in grades 3-5 showing one year’s growth in mathematics, as reported on the Progress Report, will increase by TBD% in the 2010-2011 school year (to be determined when the results of the 2009-2010 Progress Report is released).</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> Analyze individual and cross-grade data on the gap analysis tool. Coach will meet with grade level teams as well as individual teachers to discuss. Students will be identified as IEP, LEP, AIS and “struggling gifted” (as identified by the 2010 state test results). Teachers and coach will meet regularly to monitor and revise the individualized plan for each of these students. <ul style="list-style-type: none"> Strategic lesson planning by staff utilizing the above data. Staff has had and will continue to receive PD to increase and deepen their understandings. Saturday Academy and Extended day remediation for students in the bottom third of their grade in terms of their performance. Parent workshops will be provided at grade levels to increase the home-school connection of the instruction and understanding of mathematics.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Analysis and planning meetings will be scheduled in the weekly staff memo • Allocations will be made in Galaxy for parent involvement, communication costs and copying costs • Allocations for PD per diem and per session will be made in Galaxy as well. • Allocations for the Academic Coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers will review student progress regularly through Recognizing Student Achievement Data (EDM), Acuity, formative assessments and unit assessments. • Submission of the “open response” assessment three times a year. • Administration of interim assessments (Acuity). • Administration of unit tests. • Collection and analysis of Portfolio work. • Observations and data regarding daily practice work • An increase in math performance of ___% points.

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase community knowledge of the SLT by 5% as per on the SLT survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue to post the minutes on the PTA yahoo list serve. • Publish articles about the SLT work in the community in each edition of the PTA newsletter News@ Nine. • Increase participation in the school survey by enlisting class parents and utilizing the Yahoo for outreach. • Designate a monthly reporter at each PTA meeting. Provide incentive program for parents to complete the DOE Survey.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Reserve space in News@9 • Schedule time at PTA meetings • Coordinate parents volunteer efforts for survey distribution • Schedule time for survey committee to meet • Budget allocation for Survey Monkey membership.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Increase in the % of surveys completed by the community by 5%.

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase community knowledge of the PS 9 model of teaching & learning (the Workshop Model)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Post information on the PTA yahoo list serve. • Publish articles about the Workshop Model in each addition of the PTA newsletter News@ Nine. • Send an overview (written description) via backpacks • Present an overview/video of the Workshop Model at a fall PTA meeting. • Teachers discuss the model at Curriculum/Meet the Teacher Night • Teachers model the practice during Open School • Host parent workshops addressing the Workshop Model • Continue to conduct annual SLT Learning Walks to inform parents of SLT/PTA
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Reserve space in News@9 • Schedule time at PTA meetings • Coordinate Parent Workshops with Academic Coach • Schedule & create a demonstration video with teacher(s) • PTA members to be trained to conduct tours during which the “workshop model” will be highlighted.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Increase in the % of parents understanding the Workshop Model as measured by the PS 9 <i>internal</i> survey from 46.2% to 50%.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	4	0	2	0
1	12	0	N/A	N/A	3	0	1	0
2	12	0	N/A	N/A	2	0	0	0
3	12	10	N/A	N/A	4	0	0	0
4	12	10	0	0	3	0	0	0
5	0	10	0	0	3	0	0	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	PS 9 is committed to a Balanced Literacy Program which includes small group strategic guided reading and writing. We have a full time reading specialist who works with ‘at risk’ students in small groups a minimum of 3 times per week. The primary focus of these groups is reading comprehension with a sub-focus on phonemic awareness and writing. ALL K-3 classroom has an ECLAS-2 assessment kit with a palm device. When downloaded, the information makes it easy for teachers to analyze individual and whole class literacy instruction needs. In grades 3-5 all teachers have Rigby Assessment kits for assessing children in reading accuracy, comprehension, and fluency. In addition, they have the ITA and Predictive assessments which give specific feedback for individualized and whole class instruction. All Grade K-3 teachers have a Rigby Reading Strategy Tool Kit. The tool kit helps to provide a school wide common language and match developmentally appropriate strategies in the areas of phonics, vocabulary, fluency, and comprehension for each student’s reading stage.
Mathematics:	PS 9 is committed to Everyday Mathematics. We have a full time math coach, who does additional push in periods with all of the general education classes, grades 3 – 5 and any class where there is an identified need. There are monthly ‘problem solving’ assessments, which are collected and recorded on a class graph. These results are then analyzed by the math coach and the teachers, and students not making progress, or lagging behind are identified. There is an early morning program for students who need additional support and for those students who are not able to be at school in the early morning there is an ‘at risk’ period from 2 – 3 two days a week taught by two master teachers.
Science:	PS 9 has a science facilitator who comes once a week. During his time here, he models lessons, enriches existing curriculum and facilitates the distribution of materials. All classrooms have assistant teachers. Science is taught when the assistant is present, and so, during a science lesson, the student – teacher ratio is decreased. Currently there are no students who are at risk for science.
Social Studies:	We have worked very hard over the years to develop the writing, social studies and literacy curriculums into a more cohesive framework. Because of this work, we are able to save time. We work with a part-time facilitator to continue this work. With the focused nature of the units of study, and the fact that much of it is integrated with the writing and the literacy, small group instruction is the norm. Currently there are no students who are at risk for social studies.

At-risk Services Provided by the Guidance Counselor:	The guidance counselor at PS 9 provides an array of at risk services. She works closely with administration and teachers to support students who may be struggling emotionally. She works closely with parents to identify and then to facilitate outside services which will support the entire family. She also works closely with the students, in small group, whole class and sometimes individual sessions, to provide Conflict Resolution skills and/or play therapy.
At-risk Services Provided by the School Psychologist:	Both the Psychologist and the Social Worker work very closely with classroom teachers and administration to support students and families. In some cases, this means meeting weekly with the family until an IEP can be established. In other cases, it means that they accompany the family to appointments.
At-risk Services Provided by the Social Worker:	Both the Social Worker and the Psychologist work very closely with classroom teachers and administration to support students and families. In some cases, this means meeting weekly with the family until an IEP can be established. In other cases, it means that they accompany the family to appointments. Additionally, the Social Worker has provided one to one support for a number of Kindergarten students who have had difficulty transitioning into Kindergarten.
At-risk Health-related Services:	The health staff works very closely with the administration and families to support the needs of students as they arise. Currently there are no at risk health related needs.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) PK - 5 **Number of Students to be Served:** _____ **LEP** _ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify) Principal, Assistant Principal, Academic Coach, Literacy Specialist, ESL Teacher**

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

One student currently lives in temporary housing.

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

This student is provided extended day services to support passing of the state examinations, as well as additional guidance services as required.

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).
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 009 Sarah Anderson					
District:	3	DBN:	03M009	School		310300010009

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	35	36		95.1	95.9	96.5
Kindergarten	87	123	108				
Grade 1	88	82	121	Student Stability - % of Enrollment:			
Grade 2	94	92	78	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	73	95	93		97.4	98.1	97.5
Grade 4	69	75	92	Poverty Rate - % of Enrollment:			
Grade 5	76	62	68	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		30.0	30.9	22.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		2	14	29
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	7	3
Ungraded	0	2	1				
Total	523	566	597				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	4	0	Principal Suspensions	0	5	5
# in Collaborative Team Teaching (CTT) Classes	9	15	22	Superintendent Suspensions	0	3	0
Number all others	42	38	42				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	27	29	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	14	6
# receiving ESL services only	36	39	TBD				
# ELLs with IEPs	1	13	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	6	5	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	51.9	65.5	55.3
				% more than 5 years teaching anywhere	40.7	41.4	44.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	79.0	81.6
American Indian or Alaska Native	0.4	0.4	0.5	% core classes taught by "highly qualified" teachers	100.0	84.9	91.1
Black or African American	10.3	9.7	9.2				
Hispanic or Latino	24.1	22.1	20.8				
Asian or Native Hawaiian/Other Pacific	7.6	7.1	7.5				
White	56.2	56.2	59.1				
Male	48.4	49.3	49.2				
Female	51.6	50.7	50.8				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	57.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 03	School Number 009	School Name Sarah Anderson
Principal Diane Brady		Assistant Principal Kate Witzke	
Coach Kay Cohen		Coach	
Teacher/Subject Area Charlotte Murray/ESL		Guidance Counselor type here	
Teacher/Subject Area Dyanne Kaufman/Reading		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Rita Yoskowitz	
Related Service Provider type here		Other type here	
Network Leader		Other Lorraine Penso/Secretary	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	597	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	5.36%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Part II. ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the HLIS which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the NYSESLAT.

Students are screened during the enrollment process and the Home Language Questionnaire is administered. If the home language is other than English or the student's native language is other than English, an informal interview is conducted in the Native Language and in English by the certified ESL teacher, Charlotte Murray, with the assistance of the bilingual Spanish Parent Coordinator, Rita Yoskowitz, and the bilingual Spanish Secretary, Lorraine Penso. If it is determined through the interview that the student speaks another language or speaks little or no English, the certified ESL teacher administers the Language Assessment Battery-Revised (LAB-R) within ten school days of entrance. Those students who score Beginning, Intermediate or Advanced level are considered eligible for services. These entitled students for whom Spanish is their first language are administered the Spanish Lab to determine language dominance. After the results are analyzed, the parents of the entitled students are contacted by letter in their native language as well as English. Immediately afterward they invited to an Orientation Meeting to make a decision about the appropriate program for their child – Bilingual Education, Dual Language or Freestanding ESL. The students are placed in the program of choice. In addition, all entitled students are evaluated annually using the New York State English as a Second Language Achievement Test to determine if student's growth in the four modalities and to then plan an instructional program that meet their individual needs. Information about this test is shared with all the teachers of ELLs and is used to create the P.S. 9 LAP Language Allocation Program for the following year.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan and timelines

In order to ensure that parents understand all three program choices, the parents of newly enrolled ELLs at P.S. 9 are provided with information about the ELL programs available to them. The information is presented at an Orientation Meeting immediately after the LAB-R testing. The meeting is directed by Charlotte Murray, ESL teacher, and Rita Yoskowitz, the bilingual Spanish Parent Coordinator. Translated materials including the invitation, the brochures, and the DVDs which explain the three program choices are made available. If needed, translators are made available for languages other than Spanish to help parents understand their options. During the school year, as new students enter the school, parents of newly enrolled ELLs are invited to one-on-one meetings with the ESL teacher and the parent coordinator.

3. Describe how your school ensures that all Program Selection Forms are returned.

Our school has, on an average, 10-12 new admissions each year. We are able to provide personal contact either at an orientation meeting or at a one-to-one meeting given by the ESL teacher in conjunction with the parent coordinator. We can easily follow up with phone calls or personal contact if the forms are not returned.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

If the parents choose bilingual education program or dual language as a first choice for their child on the Parent Survey and Program Selection Form, the ESL teacher and the Parent Coordinator help to arrange for the student to apply to a school with that program in the district. If the choice is the Freestanding ESL (the only program choice offered at P.S.9), the ESL teacher places the child in a group according to grade level and/or according to proficiency level and sets up a schedule to make sure the child receives the appropriate amount of services. (180 minutes or 360 minutes)

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices which parents have requested? Please provide numbers

After reviewing the Parent Survey and program selection forms for the past few years, the trend in choices at P.S. 9 is the Freestanding ESL program. Of the ten students that entered during 2010-2011 all chose the Freestanding ESL program after being presented with information in their native language about their choices for their children's education program. Students at P.S 9 come

from many different native language backgrounds and English is the common language among the students.

6. Are the program models offered at your school aligned with parent requests?

There is alignment between parent choice and program offerings. Parents are currently choosing Freestanding ESL as a first choice. During parent orientation meetings, information is gathered from informed parent choices. If parents choose TBE or dual language as a first choice but then opt not to apply to another school but rather stay at P.S. 9, it is noted. This would be in case there would 15 parents on a contiguous grade who would be interested in having a transitional bilingual or dual language class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	1	1	1								9
Total	2	2	2	1	1	1	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	10
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	6	4	2									19
Chinese														0
Russian		1												1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish		1												1
Albanian	2	1				1								4
Other	1	1		1	2									5
TOTAL	6	9	7	5	4	1	0	0	0	0	0	0	0	32

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Part IV ELL Programming

1. How is instruction delivered?

a. What are the organizational models (e.g. Departmentalized, Push-In (Co-teaching), Pull-Out, and Collaborative, Self-Contained)? If pull out, specify the length of time, group, and plans for moving these students into a push-in model.

Students are served by the ESL teacher in a push-in program whenever possible. The push-in model, where the teacher works in collaboration with the mainstream teacher in a team teaching effort, is the P.S.9 chosen model. Where there are ELLs from multiple classes on the grade, the ESL teacher pulls out and works with the students at the ESL center using the balanced literacy topic or content theme topic based on a collaborative grade curriculum calendar.

The students' instruction is in English using ESL methodology and instructional scaffolding techniques such as modeling, bridging (activating prior knowledge), schema building from the known to the unknown and metacognitive development which involves thinking and reflecting about learning. This instructional scaffolding will support the students' participation in the content areas.

In order to insure that explicit ELA instruction is delivered to our program, the ESL teacher includes literature and content based instruction aligned to the NYS Learning Standards in ESL and ELA. As much as possible the ESL teacher works in tandem with the literacy block going on in the mainstream classroom.

b. What are the program models (e.g., Block (Class travels together as a group); Ungraded (all students regardless of grade are in one class); Heterogeneous (mixed proficiency levels); Homogeneous (proficiency level is the same in one class)?

At P.S. 9 the ELLs are placed for the most part in heterogeneous groups (mixed proficiency levels) according to grade. In cases where there is a small group of students in two contiguous grades, for example grade 4 and 5 this year, the students are grouped together to ensure they all receive the correct amount of services.

However, when there are new arrivals in contiguous grade levels, heterogeneous groups of that proficiency level are set up across the grades. For example, two years ago we had a group of beginning level new arrivals in a grade 3,4,5 group.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model? (TBE, Dual Language, ESL)?

To assure the mandated number of instructional minutes is provided according to proficiency levels, all stakeholders on the LAP team are aware of the amount of time required for each level. Scheduling is prepared and discussed with the Principal and Assistant Principal and posted. In order to maximize English language acquisition for ELLs, the ESL and the classroom teachers work together closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs in our Freestanding English as a Second Language Program. By using a combination of pull out periods and "push in" instruction, the beginner and intermediate level students are scheduled to receive 360 minutes per week of instruction from the ESL teacher. For advanced level students the ESL teacher is scheduled to work with them for 180 minutes, the required time as regulated by the New York State CR Part 154 regulations.

a. How are explicit ESL, ELA and NLA instructional minutes delivered in each program model as per CR Part 154(See table below)?

ELLs in grades K-5 are at a beginner or intermediate English language proficiency level are given 360 minutes a week or ESL/ELA instruction. Students in Grades 1-5 that are at an Advanced level are receiving 180 minutes per week

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

Content area is presented in English using the SIOP model to support or scaffold the ELLs. Assessing prior knowledge, making graphic organizers, as well as modeling by the teacher are just some strategies used to make the content more comprehensible. In addition, all of our teachers who teach content areas have received professional development on the use of scaffolding strategies using Walqui's model such as modeling, bridging, contextualization, schema building, and metacognition. Materials are chosen according to the suggestions in the curriculum guides for the content area. Picture books allow for differentiation of material and provide extra support for beginning/intermediate literacy level ELLs.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

At this time, we do not have any SIFE students. However students with interrupted formal schooling would be assessed for their strengths and weaknesses in their native language if possible. Working as a team with the guidance counselor, AIS team, ESL teacher, AP, Principal would allow us to make a collective plan to move these students educationally from where he/she is to the next level. His/her placement in the reading/writing continuum would lead us to choose the best instruction to meet his/her individual needs. Efforts would be made to use the native language where possible and culture to make connections to new skills.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

PS 9 welcomed 6 newcomers two years ago from Spain, Dominican Republic and Kazakhstan. They were taken for services with their grade level program as well as with a lower grade program in order to complete the entitled 360 minutes. This allowed the ESL teacher to build skills in the lower grade level group and at the same time begin to expose the student to curriculum standards on their grade. The work involved the four modalities, reading, writing, listening and speaking in order to help these newcomers meet the standards in English as soon as possible as they prepare to take ELA testing after one year. Of those students, two have moved on to middle school and the others are at an Advanced level and are receiving the mandated 180 minutes.

c. Describe your plan for ELLs receiving service 4 to 6 years.

We are continually monitoring the progress of all our ELLs in need of extension of services. Through discussion with the classroom teacher, the ESL teacher and other service providers, where we collaborate study the results of the NYSELAT as well as the ELA and Math tests to identify the areas of need. Lessons are designed to meet the standards while there is differentiated instruction of meet student goals.

When needed, intervention with extra services such as the morning program for reading and writing is employed. As part of our response to the RIT (Response to Intervention) initiative, our staff is currently using RTI From All Sides by Mary Howard as a base to expand our program for at risk students. The program calls for the use of differentiated instruction, targeted more intense support, and continuous monitoring to drive instruction to ensure success.

d. Describe your plan for long-term ELLs (in NYC schools six years or more).

By continually monitoring the progress of all our ELL students we are aware the needs of all our ELLs especially those students who have received ESL services in the school system for six years or more. We had one long term ELL student last year. Through discussion with the classroom teacher, the ESL teacher and other service providers, his area of need was identified.

When needed intervention with extra services such as the Title III extension program for reading and writing is employed.

e. Describe your plan for ELLs identified as having special needs.

A plan for ELLs identified as having special needs includes a meeting of Special Education service providers, the classroom teacher and the ESL teacher to review the IEP that pertains to the type of disability, and the goals and benchmarks to be reached for this year. Information is also shared on experiences the service providers have had with the ELL. Modifications for testing are discussed and noted for testing preparation. In all our cases, CSE determines if the problems experienced by the child in school are related to the natural process of second language acquisition, cultural behavior norms or personal experiences. To determine whether a child needs special education services or just ESL services, the child must have a disability in both the native language and in English.

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

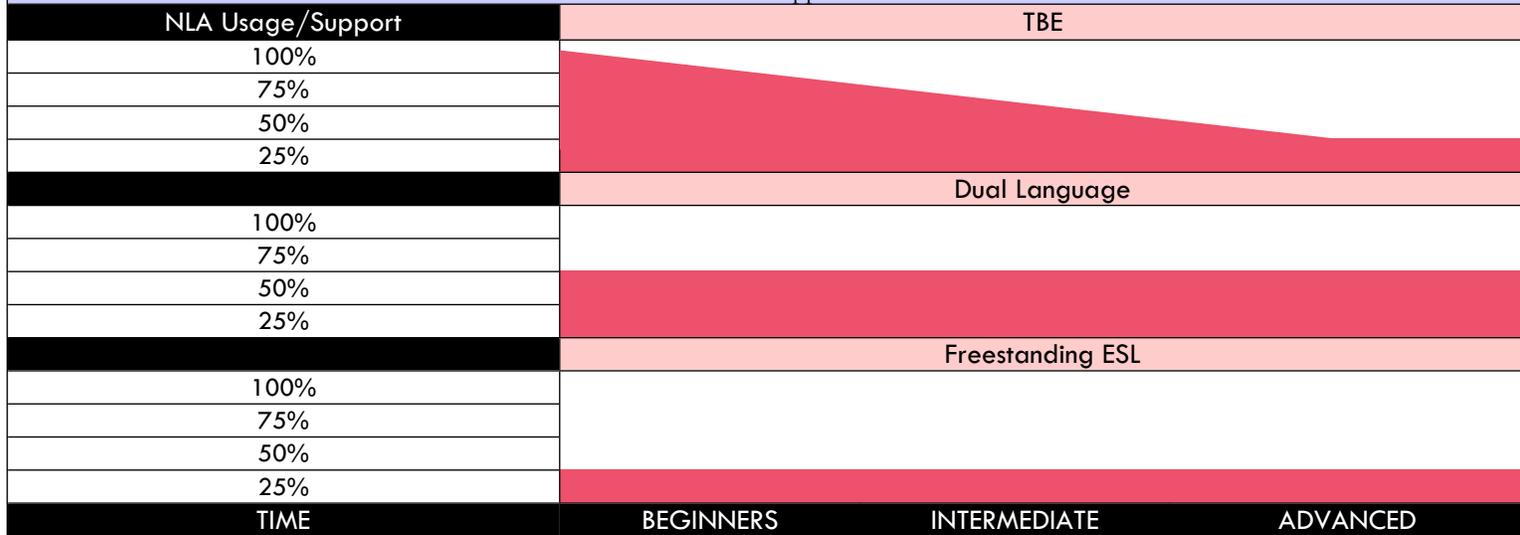
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas.

The targeted intervention programs for ELLs are as follows: 1) ELLs at risk for not attaining one year's value added growth receive the support of reading teacher in addition to receiving strategic instruction in small groups by the classroom teacher.

2) In mathematics, the mathematics coach pushes in to support the children in need. 3) Students will be provided with an extended day program to support them in the state test. 3) There are additional options during the extended day program under Title III to receive additional services in both Math and Reading.

6. Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT.

Continued transitional support for 2 years is available for ELLs that have reached proficiency on the NYSESLAT. Students who have been identified as still needing support can be taken on an "at risk basis" in the classroom when possible or at the ESL center. These students are also given additional testing accommodations for all NYS tests. Teachers with those students will benefit from the professional development offered by the school as well as through the Jose P. training. The professional development is geared toward making the content area information more comprehensible through scaffolding techniques.

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

With the success all the students last year in the ELA tests, P.S. 9 will continue to promote metacognitive reading strategies. Teachers will continue to be trained in these scaffolding measures. Because of the success of the Harvey and Goodvis Comprehension Toolkit (a program to teach strategies explicitly for reading non fiction) during the Extended Day Program with ELLs, we will use this program with more students and train additional staff to use it with ELLs.

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

None

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

P.S. 9 provides a mixture of integrated and differentiated curriculum that is strongly enriched with instruction in art music, technology, and foreign language. This rich curriculum promotes high academic achievement with challenging content for all students. ESL students are engaged in the visual arts beginning in the Kindergarten year through grade five. The school has partnerships with several museums which are visited and incorporated into content area unit studies as well as into cluster periods. Similarly these students are participants in the arts through music. ESL students in the early grades receive instruction in ORFF methodology which is inclusive of a choral, instrumental and movement study. ESL students in grades three to five begin a study of instrumental music that starts with a recorder program and graduates to the study of a particular instrument. All classes participate in special trips to Carnegie Hall during the school year. Grade three students are immersed in a study of a particular culture through the NYC Ballet program. Children visit Lincoln Center for a presentation of Nutcracker. Teachers receive professional development and a teacher from the NYC Ballet helps the Teacher and students choreograph a culminating ballet presentation. The above arts programs are all supported through DOE budget lines or by the

Irving Caesar Music Grant that we received several years ago. Additionally, several ESL students have received scholarships through the PTA to attend the private after school that is run out of our building. They receive homework help as well as a choice of an activity such as sports, cooking, etc. ESL students in grades 3-5 are offered the opportunity to attend an early morning program to support them in the State Tests. Students in the early grades are offered an early morning program as well. The PTA has also provided funding for DOE teachers to give instruction in Spanish during the school day to all classes.

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

Instructional materials used to support the learning of ELLs include big books, guided reading books, chapter books in a wide range of print and genre. Collections of mentor texts used for different genre are available as the literacy calendar progresses throughout the year. Materials are also chosen to meet the cultural interests of the students in our program. Books that reflect the languages of the ELLs are kept in the ESL center library and in the classroom of the ELL- in particular those that reflect the culture and background of our newcomer ELLs.

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

The native language support is delivered in the pull out/push in model by providing the classroom library with books and materials in the students' first language. In addition, tests in the first language and translations are provided in Math and Science for first year ELL when necessary.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

The English Language Learners at P.S. 9 are provided with appropriate support services needed by students to achieve and maintain a satisfactory level of academic performance. These services include individual counseling, group counseling, home visits and parental counseling by the guidance counselor when needed. Morning Reading and Math Title III services are provided to all LEP students. In addition, any "at risk" ELL is offered Reading and Math assistance during the school day. ESL students receiving special education services in accordance with his/her IEP are also eligible for ESL services as recommended by the IEP. All required services and resources correspond to ELLs' ages and grade levels.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year?

In order to assist newly enrolled ELL/LEP students prior to the first day of school, P.S. 9 invites these students to tour the prospective kindergarten classes with their parents. All new students including the ELL/LEP students spend one hour in the kindergarten classroom with the current kindergarten teachers simulating what their kindergarten day will be like in September. The current kindergarten students are out of the room involved in another activity. Parent then have an opportunity to meet and talk with one another in the auditorium. Our bilingual Parent Coordinator is able to make the Spanish speaking parent feel welcome and is able to answer their questions. When available, staff and /or parents who speak other languages are there for translation.

In addition, the PTA holds a special picnic for the families of the incoming kindergarten students as well as for the families of the current kindergarten students. Once again, the ELL/LEP students have an opportunity to meet with their new classmates as well as socialize with the other students from the P.S. 9 school family.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school (Please include all teachers of ELLs.)

A. The professional development plan for all personnel that teach ELLs includes two ninety minute sessions from Rigby to enhance our knowledge on the positive effects of using the reading/writing connection. The February workshop is entitled Developing Writer's Workshop: 6 Traits of Writing. The information is based on the concepts in Creating Young Writers: Using the Six Traits to Enrich the Six Traits in the Primary Classroom by Vicki Spandel. The use of drawing and visualization is just one example of a strategy that works for ELLs to improve and develop their reading and writing skills. Two additional workshops on this topic will be provided during the year.

In addition, the Principal and the Literacy Coach will meet twice a month at lunchtime to discuss the specific balanced literacy program for each grade including strategic reading and writing.

B. In addition, there will be five professional development meetings that include the following:

Session 1 - Balancing Reading and Language Learning - A Resource for teaching English Language Learners K-5 by Mary Cappellini to discuss Guided Reading, Shared Reading, Shared Writing and Interactive Read Alouds for ELLs in the mainstream classroom. "Balanced literacy for ELLs- What's Different? What is the Same?"

Session 2,3.- Instructional academic language scaffolding techniques in reading and writing as outlined in Scaffolding Language Learning Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons will be shared by the ESL teacher and the literacy coach to support our school's focus on strategic thinking during literacy in particular with process writing.

Session 4,5 - The Importance of Non Fiction for ELLs - Exploring The Comprehension Toolkit and The Primary Comprehension Toolkit by Harvey and Goodvis and how it helps English Language Learner.

C. Discussion of Information from the NYSESLAT as well as Interim test results and their instructional implications will be presented monthly during common preps during congruent planning time in order to provide insights into ELLs' strengths and weaknesses for the mainstream teachers.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Students receive support as they move from elementary to middle school through the middle school transition process which includes small groups practicing the interview process as well as meetings to determine the best match in terms of schools.

Students are provided continued rigor through assessment based instruction throughout the entire school year. They are trained in identifying specific learning goals that are based on a standards based rubric - a skill that will benefit them in middle school.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

For those who need (7.5 hours) of training, there will be the workshops above and additional workshops will provide two more sessions involving the development of lessons to use in the mainstream classroom using Balanced Literacy and Sheltered Instruction, the SLOP model.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

In addition to the Parent Orientation Meeting discussed in Part I, there are two additional meetings for parents of ELLs during the school year to present information on the method and materials used in the ELL program. State standards and assessments are discussed and suggestions are made as to how the parents can help their children. There is also an informational meeting held in April to explain the NYSESLAT testing. At all three meetings, the ESL teacher is assisted by the P.S.9 Parent Coordinator who works with the ESL teacher to orient the parents to the school and the parent's association.

Parents of ELLs also take part in all of the school workshops, meetings and the two informational evenings on Math where translators are

available.

Arrangements are made to ensure translators are available at all meetings when possible. The admissions secretary gathers information as to the language the parents prefer to be contacted in. The Parent Coordinator is responsible for translation of important information into Spanish for the workshops, orientation meetings and articles in the P.S. 9 newsletter.

2. Does the school partner with other agencies or Community Based Organization to provide workshops or services to ELL parents?

The school partners informally with agencies to provide services to all students and their parents including the ELLs. For example, if a parent needs or requests schooling to learn to speak English or for counseling for his/her child, the Parent Coordinator and/or the ESL teacher will facilitate the initial contact.

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

The Registration Team (Parent Coordinator, ESL Teacher, Admissions Secretary) evaluates the needs of parents of our ELLs often during registration. Their needs are also evaluated through personal contact at the Orientation Meeting. We are able to provide time for the ESL teacher and the Parent Coordinator to discuss each child or make an appointment for further discussion. The ESL teacher also conducts a survey to determine what workshop topics will help our parents work with their children at home. The survey also asks for the parent to choose a time when it would be best for them to meet at the school.

In addition, information is looked at from the DOE Parent Survey as well as an internal parent survey where information is passed on to the School Leadership Team for evaluating needs and addressing them for all parents.

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

The Parent Coordinator is available after the PTA meetings to explain and discuss in Spanish the information from the meeting. We are currently investigating the idea of creating "buddy parents" for the new parents in the school who speak other languages. The plan would be to ask for volunteers from various language backgrounds in our school to volunteer to be a buddy for at least two initial meetings of the PTA. The buddy parent would be able to translate and make the new parent welcome to P.S. 9 school family.

Information from the Adult Preferred Language Report (RAPL) is used to facilitate communication with non-English speaking parents in order to meet their written translation and oral interpretation needs for conferences and meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	1											6
Intermediate(I)	1	4	4	3	1									13
Advanced (A)	4	1	2	2	3	1								13
Total	6	9	7	5	4	1	0	0	0	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0												
	I	1												
	A	1	2	2										
	P	5	4	3	5	1								

READING/ WRITING	B	3	1											
	I	3	3	4	2									
	A	1	2	1	3	1								
	P													

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3		3	1		4	
4		1			1	
5					0	
6					0	
7					0	
8					0	
NYSAA Bilingual Spe Ed					0	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		1		1		4
4					1				1
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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

The assessment tool P.S 9 uses to assess early literacy skills of our ELL students is ECLAS-2. "Continual observations of what student do as readers and writers provide the best evidence of learning." (Fountas and Pinnell) ECLAS-2 provides an on going ability to adjust groupings depending on the needs of our ELLs. It allows for the direct teaching of specific strategies to those students who show a need for them.

Below are the ECLAS-2 results for the kindergarten ELLs (current Grade 1), and our Grade 1 ELLs (current Grade 2) as to the percentages of students who are at or above grade level in the various strands.

2010-2011

	Decoding	Spelling	Reading Accuracy	Reading Comp.	Listening Comp.	Oral Expression	Writing Exp.	Writing Development
Gr. 1	44%	66	66	66	55	55	66	
Gr.2	50	50	50		25		50	50

Grade 1 - Of the 9 ELLs, 66% of the group scored at or above grade level on the following strands: Spelling, Reading Accuracy, Reading Comprehension and Writing Expression. Only 55% of entering Grade One students scored on or above grade level in the areas of Listening Comprehension, Oral Expression with only 44% scoring at or below in Decoding.

Grade 2 – Of the 8 ELLs only 50 % of the students met at or above grade level in all strands with only 25% achieved in Listening Comprehension. Because 7 of the 8 students have IEPs additional cooperative planning with the SETTS/Speech staff will ensure the sharing information about these special students' strengths and weaknesses in language development and how to help them reach grade level in all strands.

Both the incoming Grade 1 and Grade 2 show needs in the area of decoding and listening comprehension. Additional opportunities for professional development on the use of the three cueing systems semantic, syntactic and graphophonemic for students whose English language is not fully developed can be provided. As to listening comprehension, our school has been as a whole developing these skills beginning in the lower grades. Continuous assessment of ECLAS will be taken monthly. Careful study of miscue analysis as well as error analysis of reading will be used to monitor habits and strategies that readers use to understand and will drive the next instructional piece as well as identify those at risk.

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

In analyzing the data patterns across proficiency levels and grades of the NYSESLAT and the LAB-R from 2009-10, most of our students scored highest, either at proficiency level or at an advanced level, in the listening and speaking modalities of the test. The scores indicate that the student's listening and speaking skills, which represent social language or BICS, are as a whole stronger than the other modalities. Of the 24 tested with the NYSESLAT in Listening/Speaking 18 are proficient and 5 are Advanced. It was noted however that 5 of these students scored high in the speaking modality but scored only intermediate level in the listening modality. Attention will be paid this year again to determine if the students who show needs in the listening modality are unfamiliar with the test format or if there other

problems that are affecting their listening in English. It is interesting to note that P.S. 9, as part of their focus again this year, will be highlighting listening in the mainstream classroom during the literacy block in an effort to increase listening skills school wide. Students will receive practice for example in listening for important information, listening to retell, which will meet the needs of our 8 ELL students that receive Speech.

Most of our students, 29 out of 31, have been here in the United States since kindergarten and are relatively strong in BICS. Our Language Allocation Policy instruction therefore will continue to focus on developing the academic language skill of our ELLs, their Cognitive Academic Language Proficiency, with instruction focus on explicit teaching of strategies in the reading and writing modalities. Only 2 newcomers from 2 year ago remain in the school one passing the NYSESLAT and the other in Grade 1. We have in some beginner proficiency level students in kindergarten and they will continue to receive ESL instruction with a focus on the four modalities especially with attention to grammar and academic language used for content area.

3. How will patterns across the NYSESLAT modalities -- listening/ speaking, reading/ writing, affect instructional decisions?

The patterns across the NYSESLAT modalities show that the modalities that need improvement are reading and writing with 4 students scoring beginner level, 12 scoring intermediate level and 8 scoring Advanced level out of 24 students. The majority of our students made AMOA's and went up significant levels. The instructional decision therefore is to continue with the focus of improving of their reading and writing skills to assure significant progress.

To improve the reading comprehension of all our ELLs, students will be explicitly taught to use such metacognitive strategies as visualizing or retrieving prior knowledge. Students from grades K-1 will benefit from shared reading scaffolding the efforts of emergent readers. With good results from last year, guided reading as a focus in our push-in program will meet the special needs of the ELLs in the lower and upper grades.

To increase the writing abilities of our ELLs, both the ESL pull out program and in the monolingual classroom settings, teachers will continue to model their own thinking and writing as well as continue to provide good exposure to good writing models and mentor texts. Our effort as a school, will be based on exploring the reading and writing connection as per the Rigby training (based on Creating Young Writers: Using the Six Traits to Enrich the Six Traits in the Primary Classroom by Vicki Spandel). Reading Aloud and Shared Reading will be taught in a more focused way. The mentor texts used in these balanced reading sessions will be explored for such elements as rich language, similies, metaphors and students will be encouraged to use these ideas as models for their own writing. Developmental rubrics will be used so that students can self-assess their own work. A gradual release of responsibility "I do., You do., We do." will ensure the necessary modeling that assists all students but in particular ELLs. Graphic organizers will be used to scaffold students' preliminary writing efforts. Explicit teaching of English spelling patterns and English grammar will continue to be integrated into the literacy block instruction.

4. For each program answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

After reviewing the data in the content areas, the pattern across proficiencies and grades helped to plan instruction school wide as well as for the ESL program. The one student still entitled in grade 4, scored a Level 2 on the ELA. In grade three, of the 4 ELLs who took the ELA, 3 scored Level 2 and 1 scored Level 3.

We will review the data at professional development meetings with the mainstream teachers and the services providers to analyze the data from the ELA as well as the NYSESLAT and interim NYSESLAT tests to identify the specific problems of each student so that we may differentiate instruction and target the specific needs of our ELLs. Analysis of specific question types from both the ELA and the NYSESLAT involving higher thinking skills especially inference questions are being explored to provide practice using scaffolding strategies when necessary.

In the NYS Grade 4 Math test, the one student in Grade 4 scored Level 3. In the NYS Grade 3 Math test, 2 ELLs scored level 1, one scored Level 3 and 1 scored Level 4. The focus for LAP and instruction will be as last year a continued practice explaining the mathematical procedure used, operations or description of approaches in order to further develop the academic language of mathematics which is already being used in most cases. In cases where students need help with math reasoning and modeling, there will be more opportunities for construction of tables and graphs to display data and continued modeling by the teacher of his/her thought processes.

The one fourth grade student who is still entitled and who took the Grade 4 Science test scored level 3.

5. For dual Language programs, answer the following: (NA)

6. Describe how your evaluate the success of your programs for ELLs.

Both formal and informal data are used to evaluate the success of our program for ELLs and to make instructional decisions. An analysis of scores from the NYSESLAT for the current year and the last two years is used to determine if the students have showed continual annual AMO's. This data also indicates the modalities the students are strong and/or weak in so that the planned instruction will support the student's needs. Results of the Periodic NYSESLAT assessment indicate areas of need in both content as well as test taking ability. Results

from ELA and Math, and Science including acuity and predictive assessments indicate growth in the content areas. ECLAS and Rigby Miscue Analysis on a regular basis help to focus on the literacy needs of our ELL students. Informal data such as rubrics from balanced literacy projects that include the four modalities, portfolios, and folders are used for informal assessment to develop new instruction and evaluate growth.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		