



**PUBLIC SCHOOL NINE
THE RYER AVENUE ELEMENTARY SCHOOL**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 10X009
ADDRESS: 230 EAST 183RD STREET
TELEPHONE: 719 584 3250
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 009 **SCHOOL NAME:** PS 9, The Ryer Avenue Elementary School

SCHOOL ADDRESS: 230 East 183rd Street, Bronx, NY 10458

SCHOOL TELEPHONE: 718-584-3250 **FAX:** 718-584-7579

SCHOOL CONTACT PERSON: Jacqueline Bailey **EMAIL ADDRESS:** Jbailey5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jane McDonnell

PRINCIPAL: Jacqueline Bailey

UFT CHAPTER LEADER: Claudia Rerrie

PARENTS' ASSOCIATION PRESIDENT: Erica Cross

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 402

NETWORK LEADER: Jacqueline Gonzalez

SUPERINTENDENT: Sonia Menendez

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/Constituency Represented	Signature
Jacqueline Bailey	*Principal or Designee	
Claudia Rerrie	*UFT Chapter Chairperson or Designee	
Erica Cross	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Guillermina Acosta	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Jane McDonnell	School Leadership Team Chairperson	
Lorraine Tsang	Assistant Principal	
	CBO Representative, if applicable	
Mary Weatherwax	Member (Teacher)	
Melissa Borzouye	Member (Teacher)	
Janet Allen	Member (Teacher)	
John Frias	Member (Teacher)	
Janice Ford	Member (Parent)	
Erica Cross	Member (Parent)	
Carmen Salcedo	Member (Parent)	

* 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.

Public School 9: Ryer Elementary School is a Pre K-5th grade elementary school located in the South Bronx. PS 9's vision is committed to foster and educating our students in collaboration with our teachers, parents, and community. Students will learn to respect and appreciate one another's similarities and differences. Our mission is to nurturing technologically literate, socially responsible citizens with the necessary skills to succeed in middle school in every content area. We endeavor to create a nurturing, safe environment where young minds are opened to embrace new challenges.

Our new Principal, Jacqueline Bailey, joined the PS 9 community in September 2009. Along with a wealth of experience in school leadership, she brings with her many innovative and creative plans which will continue to enhance the educational direction of PS 9. Lorraine Sham-Tsang, assistant principal for grades K-2, is joined this year by Martha Embola, who services grades 3-5. Together, they ensure the educational integrity of the school. Our Literacy/Data Coach, Kattia Cuba, carries significant responsibilities in different areas of the school and contributes towards setting and meeting demanding goals for student progress and achievement. They are also responsible for supporting teachers in developing effective and engaging, data-driven instruction. The teachers at PS 9 make a major contribution to the improved progress of students. They strive to provide a rigorous learning experience for all students, as well as creating a nurturing environment where all children are motivated to learn.

Our goals at PS 9 have always been to provide a comprehensive, holistic, and developmentally appropriate experience for all of our students. Thus, our school continues the implementation of the Comprehensive Approach to Balanced Literacy. This year, the Balanced Literacy program is supported by Making Meaning and Being a Writer, balanced literacy programs that help to support our work. This holistic approach provides teachers with a format for implementing a thorough a balanced program of reading, writing, listening, and speaking. Skills and strategies are taught within the context of meaningful reading and writing activities across the curriculum. Additionally, we utilize Everyday Math to guide our math instruction. It is a structured program that engages students in skill building, which lends itself to enhance the process strands of the New York State Mathematics Standards.

Data findings from our March 2010 Quality Review indicate that our school is "Well Developed" and that we maintain a healthy relationship with students and their families. Additionally, our Learning Environment Survey 2009-2010 indicates students enjoy attending PS 9. They feel safe and they appreciate the work of their teachers in supporting their learning and social development. In conjunction with the academic environment, PS 9 students are offered several extra-curricular activities in an effort to assist them in becoming well-rounded individuals. Some of the opportunities available to students include the arts, basketball, community service (Penny Harvest, recycling, bi-yearly food drive), Project LEAP, and other after-school clubs.

PS 9's parents are vital members of our school community. Findings from our 2009-10 Learning Environment Survey show that parents appreciate the academic expectations, communication, engagement, safety and respect offered to parents and their children. In an effort to support parents, PS 9 offers several vehicles for participation. Some of these include the School Based Support Team (SBST), the School Leadership Team, Meet the Teacher Night, Breakfast With the Principal (monthly), and classroom volunteer opportunities. Additionally, parents are honored every year at Parent Appreciation Night.

Finally, in 2010, PS 9 was the recipient of RESO A funds totaling more than \$181,000.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” 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, The Ryer Avenue Elementary School				
District:	10	DBN #:	10x009	School BEDS Code:	321000010009

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<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	35	30	29		90.7	91.0	TBD		
Kindergarten	77	98	95						
Grade 1	85	87	98	Student Stability: % of Enrollment					
Grade 2	93	86	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	122	109	107		88.4	88.0	TBD		
Grade 4	138	121	124						
Grade 5	147	145	128	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		88.3	88.3	95.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	57	TBD		
Grade 12	0	0	0						
Ungraded	2	1	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	699	677	670		18	36	29		
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	49	54	52						
No. in Collaborative Team Teaching (CTT) Classes	5	9	9	Principal Suspensions	18	7	TBD		
Number all others	52	50	53	Superintendent Suspensions	13	8	TBD		
<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	96	98	110	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	108	107	101	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	11	4	36	(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	62	55	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	TBD
	0	0	TBD				
				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	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.3	0.9	Percent more than two years teaching in this school	77.4	85.5	TBD
Black or African American	24.6	20.5	19.9	Percent more than five years teaching anywhere	66.1	74.5	TBD
Hispanic or Latino	73.5	77.7	76.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.1	0.7	Percent Masters Degree or higher	85.0	96.0	TBD
White	1.0	1.2	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	92.7	TBD
Multi-racial	0	0	TBD				
Male	54.9	51.3	50.9				
Female	45.1	48.7	49.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" 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	✓sh	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	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	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	77.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools 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 highlights 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?
-

PS 9 is a Pre-K through 5 school in the South Bronx. The 2009-2010 NYC Report Card indicates that our school received an overall rating of C. In the previous two years, our school earned a letter A. The difference in rating is largely attributed to the change in the ELA and Mathematics benchmarks set by the New York State Education Department. In other words, students have to work harder to achieve a 3 or 4 on the ELA and Math. On average, students would have to receive 15 additional points on the ELA and 26 additional points on the math exam, compared to the previous year, in order to receive a 3.

The most current Progress Report reveals that 24% of students who took the 2010 ELA are performing on a Level 3 or 4. The median proficiency rate is 2.47. In the previous year, 59% of our students were performing on a Level 3 or 4. The median proficiency rating was 3.07. Of the students who took the 2010 State Math exam, 30% are performing on a Level 3 or 4. The median proficiency rating is 2.65. In the previous year, 89% of our students were performing on a Level 3 or 4. The median proficiency rating was 3.48. Thus, because of the changes made in scale scores, our school, like many others across the state, was unable to maintain our letter A rating. However, it is one of our goals to increase the number of students performing on a level 3 and 4, which will help our school regain our status as a top performing school.

Additionally, over the last three years, testing data from NY Start reveals that while the gap between English Language Learners (ELLs) and Non-ELLs had been decreasing, it is now increasing. The tables below depict the trends:

English Language Arts

Group	2007-08	2008-09	2009-10
Non-ELLs	60%	68%	40%
ELLs	27%	39%	11%

Mathematics:

Group	2007-08	2008-09	2009-10
Non-ELLs	82%	86%	32%
ELLs	68%	75%	7%

In particular, the largest gap is seen in Mathematics. Teachers will need to ensure that best practices

are utilized in mathematics in order to begin closing the now wide-formed gap. Our efforts this year will also focus around reversing the trend in both ELA and Math.

Alongside the data above, we continue to examine the growth and need areas of our English Language Learner (ELL) population. The Comprehensive Information Report (CIR) section of the 2008-09 School Report Card provides data on the performance of English Language Learners on the NYSESLAT exam. The data show that there has been a steady increase in the percentage of students performing at a “Proficient” level on both the Listening & Speaking section of the NYSESLAT exam. The same is true about the increase of the percentage of “Proficient” level students on the Reading & Writing section of the exam, with the exception of a decrease in students from grades 2-4. Below are tables that depict the trends:

Students	% of Level P Students in Listening & Speaking 2006-2007	% of Level P Students in Listening & Speaking 2007-2008	% of Level P Students in Listening & Speaking 2008-2009
K-1	26%	18%	47%
2-4	32%	41%	48%
5	32%	46%	64%

Students	% of Level P Students in Reading & Writing 2006-2007	% of Level P Students in Reading & Writing 2007-2008	% of Level P Students in Reading & Writing 2008-2009
K-1	24%	16%	27%
2-4	21%	17%	10%
5	11%	17%	28%

The most significant findings from this data include that while students have been making gains in achieving “Proficient” levels, we need to refocus our efforts in increasing the rigor in reading and writing, as the gains have not been as high as those in Listening & Speaking. Additionally, we will need to identify and track students in grades 2-4, as there has been a decrease in the amount of ELLs attaining proficient levels.

One of the more recent and notable trends, is seen through the CEP School Demographics and Accountability Snapshot for 2009-10. The table below depicts the trend:

Group	2007-08	2008-09	2009-10
# of ELLs with IEPs	11	4	36

This data is highly notable, as it indicates that our school needs to provide increased opportunities to meet the needs of the children in this group. Additionally, we must review additional data to determine the reason for such an increase of ELLs with IEPs. In an effort to address this new trend, all ELL students have been invited to participate in Extended Day and After-School programs. Additionally, we have put into place the Push-In model of ESL so that ESL teachers can support students in their own classrooms, maximizing class instructional time.

As in our previous Quality Review in 2007-08, the review conducted in March 2010 returned a rating of “Well Developed,” which is the highest rating a school can attain. Nevertheless, recommendations

for further development were made. These include:

*To build on existing teacher practice to further enhance teachers' skills in differentiating instruction to increase academic rigor for all students.

*To build consistency in differentiated instruction throughout the grades so that students receive sufficient challenge.

*To plan lessons that are rigorous and go beyond the literal level of learning.

*To expand on the communication system and collaborative environment to engage parents further in school decision-making to increase their capacity to assist in their child's learning.

*To refine action planning by developing interim goals and benchmarks for all plans in order to measure progress, make modifications, and evaluate success.

Our school has received these recommendations as guidelines for continued improvement. Thus, we include these as either goals or objectives of larger goals within our CEP in an effort to respond to the recommendations.

PS 9 has shown an increase in school attendance throughout the last three school years. According to PS 9's NCLB/SED School-Level Accountability Snapshot, we saw a slight increase in attendance between 2006 and the 2008 school year (90.9% to 91.7%). While the growth in attendance is modest, the data is significant as it shows an upward trend in attendance throughout the school. A review of our Attendance Rate Report (year to date) indicates that we currently have a 91.6% attendance rate. We have included attendance as one of our CEP goals for this year in an effort to focus our entire school community's attention on the need to collaborate to increase student attendance. If the upward trend continues, it is expected that we will be able to meet our goal 92% student attendance.

A review of the PS 9 2008-2009 School Report Card, the most current available, indicates that our school met AYP (Annual Yearly Progress) for all subjects (ELA, Math, Science) in all subgroup areas. As improving ELA scores has been a goal identified on our CEP over the last three years, the data show that we have met AYP over the last three years. Below is a snapshot, taken from the NY State School Report Card for PS 9 comparing participation rates in all subgroups across three years:

Subgroups	2006-2007	2007-2008	2008-2009
All	100%	100%	100%
Black/ African American	100%	99%	100%
Hispanic/Latino	100%	100%	100%
Students With Disabilities	100%	99%	100%
LEPs	100%	100%	100%
Economically Disadvantaged	100%	100%	100%

Additionally, data from the School Report Card informs that our participation rate in all subgroups was 100% for the Math exam. The participation rate for all students was 99% for the Science exam. A new finding from the data also indicates that English Language Learners outperformed Non-ELLs on the 5th grade math exam (84% versus 80%). Thus, PS 9 is officially classified as a school in "Good Standing."

PS 9 has a rigorous assessment program, in addition to city-wide and state-wide measures, including assessments such as the DRA, Princeton, CTB/McGraw-Hill Acuity Predictive and ITA assessments. These are in addition to anecdotes, conference notes, observations, checklists, and interviews that the teacher conducts with students and parents. PS 9 has a multi-level professional development program to address differentiated teacher needs in administering and evaluating assessments. We interpret data and translate that into instructional objectives and how instructional groups would address gaps in student achievement. Working in concert with the Inquiry Team, whose work serves to define the larger supervisory, administrative, and professional development vision, we all work together to best produce student gains. These assessments will continue to drive our instruction.

In an effort to support ELLs attain higher performance levels in light of the aforementioned data, we will be deliberate in our approach to providing opportunities towards this end. This year, Lorraine Tsang, one of PS 9's assistant principal's, will serve PS 9 as our ELL Coordinator to ensure the use of *best practices* in teaching ELLs. Ms. Tsang supports our Bilingual and ESL teaching staff. Alongside Ms. Tsang serve Maria Lopez and Carol Goldberger, our school's ESL teachers. Ms. Lopez and Ms. Goldberger reach out to parents of ELLs to keep them informed about the ELL services at PS 9. Strategies acquired from the Quality Teaching of English Language Learners (QTEL) Institute are still implemented by our instructional staff.

Since research places the bulk of real-life reading in the nonfiction genre, we acquired a Transitional Bilingual Grant from 2009-2010 that has funneled \$30,000 into Project GROW (Growing Resources for an Optimal World) for the inclusion of bilingual students into this school-based science program. The Bilingual Transitional Grant enabled students in grades 2-5 to study the differences between soil and hydroponics based farming systems. Students compared cost efficient systems and how they could be used to solve larger world issues, such as world hunger, space, and energy concerns. Though this funding source came to a close in August 2010, the science learning initiatives that continued to flourish under this grant will be sustained this 2010-2011 school year thanks to capacity building of both projects in previous years. Capacity building included teacher training of bilingual teachers, expanding the program to all bilingual classes between grades 2 through 5, and increasing awareness of Project GROW throughout PS 9. Our challenge this year will be to secure funding to maintain resources (i.e. supplies, technology equipment).

Social Studies, Mathematics, and Science education continue to be aligned with the New York State Standards. Though we have specialist teachers who teach most of these subjects, due to the rigor and content of what needs to be addressed in a limited amount of time, homeroom teachers make this a part of the teaching block in literacy and in mathematics. Content area word walls and libraries are evident and are used in the teaching of nonfiction reading. Technology resources are also available to teachers to aid in the delivery of instruction (i.e. Smart Boards, iPods, MacBooks, document cameras). Next steps in the development of our content area curriculums include involving teachers in the use of inquiry strategies to impact teaching and learning.

The PS 9 Extended Day and AIS programs are invaluable components in our intervention programming. These programs are available throughout the academic year for students in grades 1 through 5. The AIS and Extended Day programs are scheduled back-to-back at the end of the school day to maximize teacher-student academic time. Support teachers who work in conjunction with homeroom teachers, during this period, received professional development on how to articulate and align instruction with their colleagues. Budget cuts throughout the city have limited our resources in academic support materials. However, we have provided all teachers with an ELA and Math resource

published by Continental Press, CARS/STARS and CAMS/STAMS, in order to provide students with support in these areas.

We continue to use the Balanced Literacy approach in all our classrooms since the balanced approach to learning how to read, write, listen, and speak best propels students into literate individuals. To support balanced literacy, we purchased the Making Meaning reading program and Being a Writer writing program, published by Developmental Studies Center. These research-based programs, are resources that are expected to greatly support teachers plan lessons that adhere to balanced literacy guidelines. Additionally, these resources will permit teachers to incorporate research-based lessons into the curriculum units of study in reading and writing. Teachers also assessed the proper use of grammatical structures. Thus, support materials were purchased to address this need, including the Write Source, (Houghton Mifflin,) with aligned implementation in grades K through 5. All the tenets of *best practices* to provide rigor and depth— accountable talk, guided reading, strategy groups and literature circles, rubrics and criteria charts—helps us to create an academically motivating and nurturing environment. Our challenge is to increase ELA proficiency levels of students across the grades.

Teachers continue to revise and build upon the reading and writing curriculum that they have developed and co-written for students at PS 9. Teachers employ New York State Standards for Learning and assessments that require students to demonstrate proficiency to review and revise the curriculums each year, in order to best support students. One goal this year is to interweave curriculum design with differentiation of instruction. Another goal is for teachers to work as Inquiry Team members in all grades to address the needs of lower performing students in ELA. By integrating the work of the Inquiry Team into curriculum design and differentiation of instruction, we can ensure that we maximize our ability to reach all of our students' needs.

Teachers continue to address the Five Dimensions of Reading that have been identified to promote literacy: phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Phonemic Awareness, Phonics, and Vocabulary Development are included in the literacy block during the word works portion of the period in fiction and content area work.

Developing our technological capabilities to support students of the 21st century requires additional funding. Thus, last year we reached out to several of our local and state representatives to secure RESO A funding. Our efforts yielded over \$181,000 to upgrade our current technology. As we await processing of the funds, we have already earmarked the funds for 2-3 desktops for every classroom. Additionally, the funds will go towards creating a state-of-the-art computer lab, equipped with a Smart Board.

Staff development is essential in contributing to the upward mobility of our school community. The administration conducts a survey each year to assess professional development needs of the staff and schedules programs to meet articulated needs. Additionally, staff is trained and encouraged to use online resources to acquire data and information about our school, their students, and instructional tools. Feedback from Learning Walks by the administration, coaches, and data specialist is expected to be turned into practice.

Parent outreach is a continual area of focus as we all strive to promote academic achievement. Parents are informed on best methods to promote the home-school relationship that affects their child's academic progress. "Meet the Teacher" gatherings are scheduled to bring parents together in a celebration of the opening school year. Parents are provided with light refreshments before being

invited to visit their children's classrooms in the evening. In addition to city-wide parent conferences, additional meetings, when needed, are planned to support students. These include: guidance meetings, Instructional Support Team, (IST), meetings, and individualized education planning sessions. Participation on the School Leadership Team (SLT) is open to all staff and parents. Monthly "Breakfast with the Principal" sessions build bridges between our school community and parents, as these provide a forum for sharing news, dialogue, and questions regarding the needs of our students and their families.

In response to increasing communication between parents and families, we developed a school website, ps9online.org. The website provides parents with information about their child's classroom and other important information. We have also secured RESO A funds from our local and state officials that will help us to create a PS 9 Parent Café. The Parent Café will provide parents with computers that they will be able to use to locate information about their child through ARIS, to view information on [ps9online](http://ps9online.org), to write an email to teachers and administrators, and more.

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 (SINI/SRAP/SURR 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 presumably be aligned to the school's annual goals described in this section.

Our goal areas for 2010-2011 include:

- **Ninety percent of PS 9 staff members will participate in the Inquiry Team process by Spring 2011.**
This will be evidenced through meeting minutes, agendas, and sign-in sheets.
- **We will increase parent participation by 5% in school-wide events by the end of the school year, June 2011.**
This will be evidenced by sign-in sheets collected at school events.
- **We will improve student attendance to 92% by June 2011 in an effort to improve students' academic progress.**
This will be evidenced by attendance reports and ARIS.
- **We will increase by 5% the number of students in grades 3-5 performing on level 3 or 4 on the 2010-2011 the NY State ELA and Math exams.**
This will be measured through data received from NY State.
- **We will increase by 10% the number of students in grades 3-5 participating in after-school clubs that develop the "whole child".**
This will be evidenced through participation form and attendance sheets.

Refer to the Section VI for a detailed description of our goals and action plan.

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 (SINI/SRAP/SURR 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): Parent Participation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase parent participation by 5% in school-wide events by June 2011.</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"> • PS 9 teachers will solicit parent volunteers via school wide events (i.e. Meet the Teacher Night, Parent Teacher Conference, Holiday Assemblies, Choir Nights) • PS 9 will organize the fourth annual Parent Appreciation Night in June 2011. • PS 9’s School Based Support Team (SBST) will reach out to parents through various parent support activities (i.e. Mom’s Breakfast Club, Parent’s Support Club). • PS 9’s Parent Association will once again become active and will serve as a resource for parents by establishing daytime hours of operation. • PS 9’s Parent Coordinator will conduct outreach to local businesses in an effort to gather donations to be raffled to parents, which will in turn increase participation at school-wide events. • PS 9 will institute periodic nightly meetings with the Principal to give parents who work at night opportunities to participate.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The SBST, Parent Association, Parent Coordinator, Classroom Teachers, Local Businesses, and Community Organizations need to come together periodically so that they are able to coordinate efforts. • The Parent Association will need to institute daytime hours of operation so that parents can use as a resource that links them to the school community.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **Volunteer sign-in sheets**
- **Donations from local businesses**
- **Parent Sign-In Sheets**
- **Parent Evaluations**
- **Learning Environment Survey results**

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 (SINI/SRAP/SURR 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): _____ **Student Attendance** _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve student attendance to 92% by June 2011 in an effort to impact students' academic progress.</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"> • PS will organize monthly awards assemblies to honor students who achieve academic success with the prerequisite of 92% attendance. • PS 9's core Inquiry Team will continue to train classroom teachers on how to utilize ARIS to identify and monitor attendance patterns for intervention purposes. • The Principal will use the monthly Principal's Newsletter to promote good attendance habits to parents. • The PS 9 SBST team will contact parents of students who fall below the targeted 92% attendance rate.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The SBST, Parent Association, Parent Coordinator, Classroom Teachers, APs and Principal will meet periodically to coordinate efforts to increase attendance and to monitor progress. • AP's will need to ensure a regular schedule for conducting awards assemblies so that they are orderly and time-bound.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ARIS attendance reports • ATS attendance reports (daily, weekly, monthly) • List of students honored for meeting the attendance target

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 (SINI/SRAP/SURR 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): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will increase by 5% the number of students in grades 3-5 performing on level 3 or 4 on the 2010-2011 ELA and Math exams.</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"> • Members of the core Inquiry Team (IT) group will recommend strategies for eliminating learning blocks to all teachers. IT members will collaborate with the classroom teacher of targeted students to implement strategies for addressing learning targets for each student. Additionally, IT will report findings back to the school community through professional development workshops and grade level meetings. • The Literacy Coach and Math Consultant from Lehman College will collaborate with classroom teachers on an individual and grade level basis to provide training on best practices in teaching struggling students. • AIS, Extended Day, and After School programs will be geared towards preparing students for the ELA and Math exams. • Teachers will meet to revise ELA units of study, regularly, to differentiate instruction to serve the needs of all students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy Instructional funds will be used to purchase support materials for Extended Day and After-School programs • In 2010, a year-long Assessment Calendar will be developed and posted publicly. • The Inquiry Team will serve as a resource for teachers to learn about best practices. • Scheduling for common-grade data analysis meetings will be provided. • Teachers will be asked to reevaluate units of study to ensure that they are meeting the needs of students.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **DRA Focus for Instruction Sheets; Fall/ Winter/ Spring**
- **Math Baselines, Midlines, and Endlines**
- **Conference Notes; ongoing**
- **Baseline and published writing pieces; Fall/ Winter/ Spring**
- **DRA Class Rubric Sheets; Fall/ Winter/ Spring**
- **ITA data (Diagnostic and Periodic Assessments)**
- **State ELA examination results**

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 (SINI/SRAP/SURR 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): Extra-Curricular Activities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 10% the number of students in grades 3-5 participating in after-school clubs that develop the “whole child”.</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"> • The Principal will canvass teachers to determine potential clubs that can be formed in sports, technology, and the arts by the end of September 2010. • The Principal and Assistant Principal will canvass students to determine areas of interest by the middle of October 2010. • The Principal will send out a letter inviting students in grades 3-5 to select 1-2 areas of interest among sports, technology, and arts clubs by the end of October 2010. • The Principal and AP’s will match students with either their first or second choice by the beginning of November 2010. • Students in grades 3-5 will begin participating in clubs by the middle of November 2010. • Students participating in clubs will complete an evaluation survey in February and June 2010 to provide feedback on the effectiveness of the program.
<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"> • The Principal and AP’s will supervise club activities to ensure effective implementation and participation. • Teachers will monitor attendance and intervene when attendance is erratic. • Additional funding through Donors Choose and other funding sources will need to be sought out to purchase additional materials needed.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **Student attendance sheets**
- **Student evaluation surveys**
- **Student reflection essays and videos**
- **Teacher evaluation surveys and reflection sheets**

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 SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL 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	96	96	N/A	N/A	6	4	7	36
1	104	104	N/A	N/A	9	4	6	32
2	97	97	N/A	N/A	9	3	6	34
3	129	129	N/A	N/A	5	4	4	12
4	113	113	113	113	1	2	13	6
5	126	126	126	126	3	11	6	9
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:	A variety of Academic Intervention Services (AIS) programs are being used, dependent upon the type of literary need a student requires: Imagine Learning, Avenues, Academic Workout, and Wilson are examples of research based programs used. We have also added a CARS/STARS, a Continental Press publication that supports reading and writing development. All programs are small group services. Additional Tier I interventions included a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction. Additionally, PS 9's core Inquiry Team (IT) will work to address ELA learning gaps of students who are performing on a level 1 or 2 in ELA. IT members will identify <i>best practices</i> for addressing gaps and will work with these students' classroom teachers to implement the strategy. The IT will expand the reach of their work by disseminating and training all staff in implementation of these strategies.
Mathematics:	Math Games from <i>Everyday Math</i> and computer assisted programs are used during the AIS period by the classroom and support teachers in small groups. Manipulatives are used widely to provide concrete understanding for abstract concepts that need to be internalized by students. AIS services in mathematics are cycled into the program in order to provide equity with literacy, since literacy supports thinking and writing about the logic of math. Additionally, we purchased CAMS/STAMS, a Continental Press publication that supports math development.
Science:	Science support is provided in the literacy segment of AIS instruction, as it related to the non-fiction genre. All of AIS instruction is small group-supported. There is one science curriculum specialist. One goal of our science curriculum specialist is to work in alignment with the grade's teachers and curriculum to support instructional objectives with additional literacy and hands-on research. The school's acquired FOSS science units of study supplement science learning. The science specialist will continue to participate in Project GROW in the 2010 -2011 school year using hands-on exploration to support the integration of science and mathematics.
Social Studies:	The social studies curriculum is conducted in-class using the Scott Foresman and Houghton Mifflin Social Studies resources geared towards New York State Social Studies. Student needs are in social studies are also cycled into the AIS program. Attention will be given to research based materials that are new to the market, and packaged according to regionally based curriculum calendars.

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselors regularly meet with small groups of students who have been identified by the administration, teacher, family, or prior need. Guidance counselors meet informally with students who seek them out. They intervene and help to mediate conflicts, while building conflict resolution skills. Problem-solving skills-building techniques support school-wide efforts via Peace Builders and Responsive Classroom approaches that are infused throughout classrooms from K – 5. Students who are mandated for counseling services certainly are a part of the services offered to this population. Our guidance counselors regularly participate in professional development and trainings that are mandated and that enhance their abilities to meet the needs of students. Survey taking has been a part of an assessment that our guidance counselors at PS 9 have taken. The results will be incorporated into programs which will benefit students.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologists work side-by-side with the School Based Support Team (SBST.) As required, on assigned days with the school and team, they work with students and families who have been identified as being at-risk, academically, emotionally, and socially. One is a licensed monolingual, and the other a bilingual school psychologist. There is communication between the school psychologist, classroom teacher, guidance counselor, and administration.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>As above, PS 9 has a social worker who works out of the SBST office and has frequent contact with students and families. She provides outreach services, and information to families to acquire assistance that the school cannot provide. She is also the liaison between school and community based organizations (CBO), holding each accountable to meeting the needs of students. The social worker plans workshops for parents, lunchtime groups for parents and children, and has been awarded a grant that has helped fund projects that will build esteem, confidence, social skills, and citizenship. She makes connections for students with the Fresh Air Fund, enabling students to experience an-other-than urban environment. The social worker maintains frequent communication with the guidance counselor and administration to ensure an alignment of services. The success of the “Lunch Buddies” program, which has been a forum for building social skills and problem solving, will continue through the next year.</p>
<p>At-risk Health-related Services:</p>	<p>There is a New York City Health Department nurse assigned to the school on a full-time basis. Vision screening is also provided by the same agency to first, third, and fifth graders, with third graders receiving prescribed glasses at no-cost to them. The school nurse conducts sessions with students on health and nutrition, diabetes, and asthma as determined by NYC Health Department stipulations, and by student need. Students who are newly admitted to the New York City public schools are confirmed to have the full menu of immunization required for school, otherwise these students are excluded until their health status is assured. Academically at-risk students have their vision and hearing reviewed to ensure that these health conditions do not impact negatively on scholastic achievement.</p>

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) LAP narrative 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) Pre-k-5 Number of Students to be Served: 712 LEP: 206 Non-LEP: 506

Number of Teachers 8 Other Staff (Specify) Coach with bilingual extension, 1 SETTS teacher with bilingual extension, 1 Bilingual Speech 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.

The Bilingual and ESL classes at P.S.9 follow the CR Part 154 instructional units required for ELLs at the Beginner, Intermediate, and Advanced Levels. The Beginner and Intermediate level students receive 360 minutes (periods of 90 minutes) of ESL instruction four days a week, while the Advanced students receive 180 minutes (periods of 45 minutes) four days a week.

ESL Program Model

The P.S. 9 model in the lower grades allows the ELL students to benefit from a total immersion experience. The students learn by hearing, and seeing the body language of native English speakers. Total Physical Response is reinforced daily through the teachers' oral commands, facial expressions and everyone's active participation. The hands-on experiences in the content areas facilitate language learning.

Students are grouped according to their NYSESLAT scores. After analyzing the NYSESLAT scores in the modalities of Reading and Writing versus Listening and Speaking, our teachers are able to differentiate instruction for our students according to their ability levels.

Our first ESL teacher works with the beginner, intermediate and advanced students of the English language in grades Kindergarten, first and second. The second ESL teacher works with beginner, intermediate and advanced students of the English language in grades three, four and five.

The beginner and intermediate students receive 90 minutes of ESL instruction according to the LAP. The advanced students benefit from 45 minutes of ESL as per the LAP Guidelines. The pull-out ESL session commences with a listening experience of the text, followed by an oral discussion to develop background knowledge. After, the selected vocabulary is linked to students' experiences and illustrated with graphic organizers. Then, the student is ready to begin guided reading or the writing process.

The ESL teachers pull-out their students during the literacy block. Collaborative planning is used in order for classroom teachers and the ESL teachers to effectively complete units of study in literacy effectively.

Our instructors are highly qualified and knowledgeable of ESL methodologies to model best practices for the ELL student. This process is facilitated by following the Sheltered Instruction Observation Protocol (SIOP) Model of Language Learning. As a result all teachers work in unison to develop students Cognitive Academic Language Proficiency (CALP) for a successful academic school year experience. Special trips are incorporated for content area development. The ultimate goal is to use the students' knowledge from their native language so that they can transfer it into English through a variety of instructional practices, an additive approach to ESL. Schedules for each program are available upon request.

Transitional Bilingual Program

In the Bilingual classroom students are grouped according to their English Proficiency Levels. The teacher determines the amount of instruction to be done in English and Spanish (i.e. 60/40, 50/50, 25/75) according to what level of the English acquisition the majority of the class falls in. Small group instruction such as guided reading, are conducted in the appropriate level of the student in both languages.

The Balanced Literacy Block is integrated throughout the day and alternated allocating the LAP guidelines. Read-alouds take place in Spanish on consecutive days and Shared Reading in English, which is used to teach ESL methodologies. During independent reading, students read in English and Spanish according to their proficiency levels in English. The Writing Workshop is balanced in both languages. As they progress, students begin to write in a respective language as per requirements of the CR-Part 154 mandates

The Bilingual Classroom is visual and language is clearly separated by color. The classroom library is completely leveled in both Spanish as well as in English. Books are also highlighted by color. The four modalities are integrated daily in every lesson.

Guided reading groups are formed, after having determined reading levels using literacy assessments such as the DRA in both languages. Guided Reading takes place according to Proficiency Levels.

The use of ESL methodology is used through the instruction of the content areas as per proficiency levels. The SIOP Model is used as well as Venn Diagrams, Word Webs, Graphic Organizers and poems, which support and develop vocabulary of the students. Word Work is taught daily in ESL. The Academic Intervention Services (AIS) as well as the extended day program support the students in reinforcing skills in both English and Spanish by the appropriate teachers, i.e. NLA by a bilingual licensed teacher, ELA by a common branches teacher. A balanced approach to literacy is implemented across the grades according to the proficiency levels in both the Native and English Language.

SIFE Students

Two of our nine SIFE students are in our TBE program; the other seven SIFE students receive pull-out ESL. SIFE students receive additional individualized support within the classroom. These students all receive Academic Intervention Services (AIS), which provides small group intervention with a group of ten students five times a week in order to address specific areas of need. This is followed up participation in the extended day program two times per week for reinforcement of academic material.

These students will be invited to attend the Title III after school program. This program will take place two days a week from 3:15-5:00. This program will commence in November through May. These students will also be invited to attend the Title III Saturday school program, which will begin in January 2011. SIFE students who have been identified as having low literacy and math skills due to a lack of formal schooling will work in a small group during this time. Intense small group instruction will focus on developing these skills in order to ensure student growth.

Newcomer Students

We have noticed that most of our newcomer's parents choose the TBE program for their children. These students are provided with cultural support during this transition time. We offer an additive approach of acquiring the second language, using the students' prior knowledge to accelerate learning. We celebrate all the experiences students bring with them and integrate into their learning.

These students will be invited to attend the Title III after school program. This program will take place two days a week from 3:15-5:00. This program will commence in November through May. These students will also be invited to attend the Title III Saturday school program, which will begin in January 2011. SIFE students who have been identified as having low literacy and math skills due to a lack of formal schooling will work in a small group during this time. Intense small group instruction will focus on developing these skills in order to ensure student growth.

Students at Risk of Becoming Long-Term ELLs

There are currently 48 students who have been ELLs for 4 to 6 years. 14 are in the TBE program; 34 are in the ESL program. We are aware that these students are at risk of becoming long-term ELLs. These students also are recipients of AIS services as well as extended day.

These students will be invited to attend the Title III after school program. This program will take place two days a week from 3:15-5:00. This program will commence in November through May. These students will also be invited to attend the Title III Saturday school program, which will begin in January 2011. SIFE students who have been identified as having low literacy and math skills due to a lack of formal schooling will work in a small group during this time. Intense small group instruction will focus on developing these skills in order to ensure student growth.

Special Needs ELLs

We are able to service our special needs ELL students in various ways. Students who require speech therapy are serviced by our bilingual speech therapist. One of our SETTS teachers, who possesses a bilingual extension, services our ELL students in the TBE and ESL programs. These teachers are able to provide both the TBE and ESL students with NLA support when necessary.

Special needs students are serviced according to their IEP. We are aware that some of these students do not receive ESL as stipulated by their IEP; however, they are tested yearly with the NYSESLAT until proficiency has been reached.

These students will be invited to attend the Title III after school program. This program will take place two days a week from 3:15-5:00. This program will commence in November through May. These students will also be invited to attend the Title III Saturday school program, which will begin in January 2011. SIFE students who have been identified as having low literacy and math skills due to a lack of formal schooling will work in a small group during this time. Intense small group instruction will focus on developing these skills in order to ensure student growth.

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.

We are aware that all of our teachers service the ELL students in our school. It is for this reason, we will ensure all teachers in our school are informed of our LAP and are using research based practices to ensure its proper implementation through their teaching. We plan to do this by providing each educator within our building with a copy of the LAP, as well as holding small informational sessions that will target each group of teachers in the school. Each grade as well as the curriculum specialists will be addressed during their common planning period.

Furthermore, we have created a breakdown of individual student data for the past two years for the NYSESLAT. This provides teachers with a snapshot of ELL student progress in the English language over the past two years, and narrows down the areas of need for the teachers.

To date, TBE and ESL teachers have been provided with a break down of the scale scores for each of their students over the past two years. Teachers will use this data to drive instruction within the class, and provide the necessary differentiation to meet the individual needs of their students.

Each classroom teacher will receive this data for the ELLs in their classes as well. We plan on holding informational sessions for all curriculum specialists and classroom teachers regarding the format, purpose, and significance of the NYSESLAT for our ELLs this year, as we have in the past years. We will also address the significance of student scores.

Consultants from Continental Press, Rigby, and Hampton-Brown (a division of National Geographic) will continue to provide ongoing professional development in language development. Fordham University through the BETAC (Bilingual Education Technical Assistance Center), as well as the ICI LSO offers ELL staff professional development throughout the year.

Form TIII – A (1)(b)

School: PS 9

BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$27,267.88	<p>5 certified bilingual and ESL teachers' salary for 23 weeks at \$48.89 per session rate with fringe benefits, 4 hours per week x total per teacher per week. Three bilingual teachers will service students in the TBE program in grades 3/4/5; one bilingual teacher will service SIFE ELLs. The fifth teacher will service the ELLs in the ESL program in grades 3/4/5.</p> <p>Supervisor's salary 2 hours per day, two days per week at \$51.94 supervisor per session with fringe benefits.</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$6,732.12	<p>Spanish-English Glossaries, NYSESLAT Test Preparation from Attanasio and Associates for grades K through 5, replacement material from Hampton Brown for "Avenues" program, a standards-based program for ELLs with support pack featuring phonics, practice and textbooks, newcomer kits, language, literacy and vocabulary in native language arts, miscellaneous supplies and consumables.</p>
Educational Software (Object Code 199)	\$500.00	New licenses will be purchased for the Imagine Learning internet-based language instruction program.
Travel		
Other		
TOTAL	\$34,500.00	

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.

The predominant second language of students at PS 9 is Spanish, a language widely used in this city and school system. As such, all of city-wide correspondence between school and home is available in Spanish translation through the chancellor's office. Spanish translation of school notices are provided for parents at the school level. The large number of Spanish bilingual staff assists to facilitate communication between home and school on the administrative, teacher, and support staff level. The home language survey is reviewed by the PS 9 ELL staff to ensure that services and mandates are met. Informal assessments of language need are taken. Spanish language test preparation materials are purchased to build and continue academic habits during school breaks. Interpreters are available for parent workshops. The regional Welcome Center is housed on the first floor and provides additional support for classroom translation needs. In-house, school signs for the larger parent population are displayed in Spanish and English languages.

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.

Written translation and oral interpretation is crucial to the life of this school since there is a quantity of newly arrived immigrant families who enroll their children at PS 9. Not only is Spanish a second language, but a variety of African dialects from countries such as Ghana, Sierra Leone, Nigeria, and Gambia. Additionally, we have begun to see an increase in Arabic speaking families. The School Based Support Team, (SBST,) with its knowledge of community based organizations, has been able to facilitate communication between school and families. Findings are reported to the school community through written bilingual communication. We comply with the chancellor's regulations on meeting home language needs. We translate all letters and notices home. If a home language is not one that can be readily accessed for use at PS 9, we will contact the translation and interpretation unit of the Department of Education.

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.

The turn around time between receiving chancellor's office mandates on notices home, and making them available to our student population is always within the stated time for distribution. Written translation services are predominantly provided by the Department of Education and school staff, though the regional Welcome Center is available to assist.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services are provided by in-house school staff, occasional parent volunteers, and lead students. No outside contractors have been utilized. Parent volunteers are seldom, but occasionally used.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulations A-663, relating to notification requirements as described in Appendix 3, Parts A and B, relative to language translation and interpretation. Additionally, regional and central office resources will be accessed to meet language needs of families whose languages are not covered, or who are not a part of the 10% or more language population. Item B, of Section VII in the Chancellor's regulations, as related to the posting of covered languages appears in a conspicuous location opposite the school security desk. The school's safety plan provides that parents who need to communicate with the school in their home language are able to do so. Finally, the DOE website related to covered language services available to students will be accessed as indicated in Part A, number 2 above.

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:	\$663,100	\$204,563	\$867,663.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,631.00		\$6,631.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,155.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$66,310.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: _____99%_____

6. If the percentage of high quality teachers during 2010-2011 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.

All of our teachers are classified as “highly qualified” with the exception of Ms. Muia, our gym teacher. Ms. Muia was hired last year. She is completing her Masters degree and is expected to be “highly qualified” before the end of the 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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

See Attachment

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.

See Attachment

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Please refer to Section IV, Needs Assessment for a breakdown and analysis of data.

2. **Schoolwide reform strategies that:**

- a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

1. Deliberate programming of AIS and Extended Day, aligns staff and student experience, needs, and ratio to improve academic achievement.

2. Back-to-back scheduling of AIS and Extended Day to provide greater concentration of instructional time for students.

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.

1. Amount and quality of learning time administratively scheduled as described above in 2A.
2. Extended school year configuration as related to Summer Success Academy offerings for grades 3 and 5 identified students. Regular summer school program for grade 4 identified students.

o Help provide an enriched and accelerated curriculum.

1. Music and Art licensed teachers who infuse these content areas into the core curriculum.
2. Prep for Prep private school program opportunity for identified grade 5 students
3. Screening on the Gifted Rating Scale for those who've applied to the New York City Gifted and Talented Program.
4. Round Table committee by students in school leadership positions to allocate monies raised from school drives based on researched need.
5. Middle School choice for magnet and academy programs to qualified students.

o Meet the educational needs of historically underserved populations.

1. Guidance, SBST, and attendance office outreach to newly increased population of students residing in temporary housing.
2. Teacher sensitivity to providing a sound instructional program to students residing in temporary housing.
3. Lorraine Tsang will serve as the ELL Coordinator to serve the needs of ELLs and their families.

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.

1. Target group of AIS and 37.5 minute Extended Day served students are those identified as not meeting the academic standard for their grade.
2. School-wide Junior Achievement program to mentor and provide high school and career professional role models to PS 9 students
3. Parent Volunteers, through Learning Leaders, assigned to students at-risk.

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

1. All goals and objectives are aligned with state and local, Department of Education, targets for academic improvement.

3. Instruction by highly qualified staff.

The PS 9 administration and School Leadership Teams will continue to provide support systems along with regional provisions to augment services for students. On site, ongoing support will still be provided through new teacher training. There will be school based mentoring and grade level buddy systems that will promote professional development. There will be professional development for classroom environment and management, curriculum planning and assessments. Teacher leaders will continue to participate in city-wide and regionally developed professional development opportunities to maintain the level of qualification according to current trends.

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 school-wide program to meet the State's student academic standards.

As stated above, professional development in current "best practices" will continue to be provided to all staff members. The Literacy Coach also delivers professional development to teachers so that they can have a positive impact on student learning and achievement.

5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**

Highly qualified teachers are recruited through a variety of ways after having met state and city requirements to become a public school teacher. Borough-wide teacher recruitment fairs provide potential candidates. The regional office has provided recommendations. The Teaching Fellows program has offered candidates. All of these candidates, plus applicants who send in resumes independent of system-wide structures, are screened and interviewed variably by the principal, assistant principals, and teachers at PS 9. Demonstration lessons have been requested from final candidates. Additionally, we have created a PS 9 brochure and website that are used as resources for recruiting teachers who share our vision and are able to help us to achieve our mission. We are also collaborating with Lehman College. PS 9 will serve as host to student teachers from Lehman. Our expectation is that through this relationship we will be able to identify highly qualified teachers for the upcoming year.

6. **Strategies to increase parental involvement through means such as family literacy services.**

Bilingual and monolingual ELA and Math instructional materials purchased for parents to support and maintain academic rigor of students during recess periods. Effective parenting strategies addressed by the social worker to develop skills in nurturing a home environment that supports teaching and learning is shared through parent workshops. A regular pattern of communication between teachers and parents has been established to convey standards and expectations for literacy and learning at PS 9 via parent conferences, parent events, the PS 9 website, and newsletters.

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.**

Articulation with early childhood feeder schools assists in the placement and transition of entering students. Staggered admission of kindergarten students eases school entry. The first two days of school in September are scheduled half days. Parents are invited to accompany their children during the first two school days. There is a welcoming address by the principal. An orientation designed for this set of parents is also scheduled during the first two weeks of school.

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.**

In line with the trend and need for data analysis. Teachers will continue to use and receive additional professional development in areas of assessment and evaluation. These results will serve to drive instruction to meet student need according to analyzed data. Professional study groups exist to analyze student work in order to understand student abilities and areas of need. Teachers have access to ARIS, which provides teachers with student performance and biographical data. Teachers have the opportunity to access interim assessment websites, such as the Princeton Review, to gain information on student performance on these diagnostic measures in literacy and mathematics. Teachers can access information on how to group for instruction. They can draw together lessons that are specifically designed to meet the academic deficit identified by these assessments. Department of Education results on ECLAS performance by grades 2 and 3 students provides teachers with data on where there students fall in literacy need and ability.

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.**

Students with academic difficulties are identified at the beginning of the school year. Beginning of the year benchmarks in literacy and in math, supplement the teacher’s current assessments to track student progress, identify abilities and areas of need, and to plan for instruction based on those identified needs. Teachers prepare academic intervention reports for the administration as intervention services are aligned. Specific instructional strategies are identified by teachers to meet student need. Periodic assessment reports are prepared throughout the school year to track progress, to continue, or to redirect student services. Parental support is sought from early on to support school efforts.

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.**

All existing and prospective programs are developed, selected, and applied for, and implemented in line with identified state, city, and school based goals and objectives designed to address PS 9 targets. These programs include all core curriculum instructional programs during the regular school day. Supplementary monies from Title III, and after-school programs, such as extra-curricular arts, technology, and athletics clubs speak to an alignment of services for PS 9 students.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	----------------------------------------------	---------------------------------------------------------------	------------------------------------------	-----------------------------------------------------------------------------------------------------------------

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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$6,631.00	✓	
Title I, Part A (ARRA)	Federal				\$204,563.00	✓	
Title II, Part A	Federal				\$234,139.00	✓	
Title III, Part A	Federal	✓			\$34,600.00	✓	28, 29
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local				\$3,151,709.00	✓	15, 28, 29

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

Please refer to pages 14-16, and 28-29.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

We are ensuring that students served under this program are invited to participate in Extended Day. Additionally, we are planning for the students within this plan, by highlighting students as targets in the goal to increase performance of Level 3 in reading and writing.

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;

-
- **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.

Best practices inform us that providing students with additional time, such as Extended Time and After-School programs, can help to accelerate learning. Additionally, best practices informs that children need a well-rounded curriculum to help them become well-rounded individuals. Thus, we have also created after-school clubs in athletics, technology, and the arts for students to participate in year round. Additionally, after the winter holidays, we are going to offer a Saturday Academic Academy to provide students with additional support.

4. Coordinate with and support the regular educational program;

See pages 28-29.

5. Provide instruction by highly qualified teachers;

See page 38.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Professional development will be offered to teachers in-house, throughout the year. Teachers, administrators, paraprofessionals, and parents will be canvassed to identify areas of need. Upon analyzing the survey, we will turn to the Literacy Coach and the Technology Teacher to coordinate and help deliver the PD workshops. PD will be offered during lunch, preps, after school, and on occasional Saturdays.

7. Provide strategies to increase parental involvement; and

See page 19-20.

8. Coordinate and integrate Federal, State and local services and programs.

As previously mentioned, our school has made efforts to reach out to our community leaders. Through this outreach, we have been able to earn \$181,000 in RESO A funding, which will be used to develop our technology resources. The relationship that we have fostered has also brought in families of our students. In October PS 9 collaborated with, Nelson Castro, a NYC councilman for the South Bronx, to host a Fall Festival at the school for the families of our students and the whole community. Additionally, we have partnered with local businesses in an effort to bring in more parents into the school community. Businesses provide our school with in-kind donations that we can use to raffle to parents who participate in our events. We are also partnering with Montifiore Hospital in a Cham Jam research study on health. This partnership has yielded healthier minded students and knowledge about what it takes to get and stay healthy. We are also collaborating with Lehman College. PS 9 will serve as host to student teachers from Lehman. Our expectation is that through this relationship we will be able to identify highly qualified teachers for the upcoming year. The Welcome Center also continues to partner with PS 9 to provide ESL, citizenship and GED classes, and parenting programs to parents of our school.

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: In good standing **SURR³ Phase/Group (If applicable):** n/a

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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: n/a

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

The School Based Support Team (SBST) provides assistance to students and parents—counseling, links to community services, family guidance—in order to help them transition into the school and community. Additionally, students in temporary housing who are underperforming will receive AIS and Extended Day services to help bridge any educational gaps. Students living in temporary housing are offered bussing services in order to ensure that they are transported to and from school, daily.

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. 9 Ryer Avenue Elementary School					
District:	10	DBN:	10X009	School		321000010009

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	30	29	36		90.7	91.0	89.9
Kindergarten	98	95	99				
Grade 1	87	98	116	Student Stability - % of Enrollment:			
Grade 2	86	87	95	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	109	107	138		88.4	88.0	85.4
Grade 4	121	124	100				
Grade 5	145	128	122	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.3	95.0	95.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	57	66
Grade 12	0	0	0				
Ungraded	1	2	2	Recent Immigrants - Total Number:			
Total	677	670	708	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					18	36	29

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	54	52	52	Principal Suspensions	18	7	19
# in Collaborative Team Teaching (CTT) Classes	9	9	17	Superintendent Suspensions	13	8	15
Number all others	50	53	63				

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	98	110	TBD	Number of Teachers	62	55	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	10
# receiving ESL services only	107	101	TBD				
# ELLs with IEPs	4	36	TBD	Number of Educational Paraprofessionals	6	5	8

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

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	77.4	85.5	89.3
				% more than 5 years teaching anywhere	66.1	74.5	73.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	96.0	89.3
American Indian or Alaska Native	0.3	0.9	0.8	% core classes taught by "highly qualified" teachers	98.9	92.7	97.1
Black or African American	20.5	19.9	17.4				
Hispanic or Latino	77.7	76.0	79.8				
Asian or Native Hawaiian/Other Pacific	0.1	0.7	0.4				
White	1.2	1.2	0.6				
Male	51.3	50.9	52.5				
Female	48.7	49.1	47.5				

2009-10 TITLE I STATUS

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

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	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial		-	-			
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	WD
Overall Score:	19.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	4.1	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	2.7	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	12.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

Title I Parent Involvement Policy

I. General Expectations

P.S. 9 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 9 will take the following actions to involve parents in the joint development of the District Parental Involvement plan under Section 1112 of the ESEA: Parents are an integral part of the School Leadership Team (SLT). These parent leaders serve to motivate their peers. The School-Based Support Team (SBST) led by Marcia Dadosh, the lead school social worker has initiated several school-wide programs to involve parents in school activities to nurture student growth. Such events include the following: an annual flea community market, a mother’s breakfast club, a mind and body awareness group. There are several social worker interns who provide parents with counseling support in regards to their children.
2. P.S. 9 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA. This is achieved through SLT activities. Namely, the participation of the Parent Association president, officers, and parent coordinator to disseminate information to all PS 9 parents.

3. P.S. 9 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. School-wide and individual class workshops serve to inform understanding of academic achievement. Our school also houses a Parent Welcome Center that provides parents with academic, health, and social services. Such services include, ESL classes, computer training, and citizenship preparation. Periodically, they have health fairs. Many of our parents participate in the above-mentioned program offerings. We find that this helps bridge the gap between our parents and our school. Additional collaboration with the PS 9 Activities Committee, the PS 9 SBST, and the PS 9 Parent Coordinator also helps to bring the aforementioned services to parents.
4. P.S. 9 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under prospective programs that will come to P.S. 9 via state, city, and teacher-developed grants. Parents will receive information about how to access the school report information from the DOE website. Parents will be offered ESL and Computer Technology to support their work as parents, as they journey to support their children at an academic level.
5. In collaboration with parents, P.S. 9 will take the following actions to conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program.

P.S. 9 will conduct an evaluation which will include identifying barriers to greater participation by parents in school activities and events. Particular attention will be paid to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, and/or are of any racial or ethnic minority background. The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement. If necessary, it will be revised with the involvement of parents, including but not limited to the parents on the SLT.

6. P.S. 9 will build the parents' capacity for strong parental involvement to ensure effective involvement of parents, to support a partnership among school involved parents and the community, and to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
Parents will understand the following: the State's academic content standards; the State's student academic achievement standards; the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. This will be achieved through a yearly calendar, available in a variety of languages, which provides daily activities that correlate to classroom instruction and meet State standards. Additionally, parents receive a monthly newsletter, *Helping Children Learn*, which provides parents with guidance in regards to parenting, and involvement in their children's education. Teachers have informational sessions in order to provide an avenue for test preparation.
 - b. P.S. 9 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Collaborating with the PS 9 Welcome Center to offer PS 9 parents Math and Technology training.

- Collaborating with the SBST Team and Coaches to offer workshops related to supporting children at home.
 - PS 9 will offer a workshop to parents of students participating in the Imagine Learning program, a language learning program geared to support ESL students in second language acquisition. Parents will learn about the program, how to support their children at home, and how to use the home-based workbook with their children.
- c. PS 9 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- In collaboration with the Welcome Center and the PS 9 Parent Coordinator, PS 9 will offer professional development workshops to the staff on how to build community with parents.
- d. PS 9 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Working with the Welcome Center, the Parent Coordinator, and the Pre-K teacher to offer Open House days to parents so that they can be comfortable with early childhood education techniques.
- e. PS 9 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:
- Publishing all correspondence in the various languages of the PS 9 community.
 - Publishing grade-wide newsletters filled with information about curriculum, progress made, events, and good news.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PS 9 is collaborating with local businesses to increase parent involvement. The contribution of goods and services, by these businesses, are raffled off to parents who participate in school wide events. Parents appreciate this generosity, and in-turn, become more connected to their community and the school.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures on the Parent Compact. This policy was adopted by the PS 9 on October 1, 2008 and will be in effect for the period of 2008-2009 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before April 2009.

Principal’s Signature: _____
Date _____

**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 402/Cluster 4	District 10	School Number 009	School Name Ryer Avenue
Principal Jacqueline Bailey		Assistant Principal Lorraine Tsang/Martha Embola	
Coach Kattia Cuba		Coach type here	
Teacher/Subject Area Otilia Ugalde, Carmen Perez		Guidance Counselor Ricardo Mendez	
Teacher/Subject Area Fanny Morfe, Luznaida Rosario		Parent Erica Cross	
Teacher/Subject Area Juana Pinto		Parent Coordinator Maralinda Resto	
Related Service Provider E. Soto-Rivera, M. Peralta		Other Maria Lopez, ESL	
Network Leader type here		Other Carol Goldberger, ESL	

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	2	Number of Certified Bilingual Teachers	6	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	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	712	Total Number of ELLs	206	ELLs as Share of Total Student Population (%)	28.93%
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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.

Pa ste response to questions 1-6 here

1. The initial process in the identification of an English Language Learner (ELL) at PS 9 is the completion of the Home Language Survey (HLS) by the parent of a newly admitted student to the New York City Department of Education. A licensed and trained pedagogue is notified by the Pupil Personnel secretary to meet with the parent during the registration process. The HLS is administered to the parent in English and as necessary in the home language of the parent and child, Spanish, the predominant second language of students enrolled at the school. If the parent indicates that the home language is English, and it is determined that the student's only language is English, then the identification process stops. If it is determined that the home language is one other than English, then the process will continue. The English as a Second Language (ESL) teacher, Ms. Maria Lopez, completes the form with the parent with an informal and brief interview to ensure that there is an alignment between language information provided on the HLS and the dominant spoken language in the home. If it is determined that the student speaks little or no English, then the LAB-R is administered. The results will score the child on proficiency or no English proficiency. If the child scores at or above proficiency, then it is determined that the students is not an ELL. If the student scores below proficiency, then it is determined that the student is an ELL. This information is given to Crystal Mabin, the pupil Personnel Secretary, who inputs the data into ATS. The data is reviewed periodically to ensure that discrepancies do not exist. Parents whose home language is other than English and Spanish are informed that the translation and interpretation services are available to assist with communication between the home and school. With the hand-scored assessment and its results submitted to the regional office for electronic scoring within delineated time frames, the student is placed in an ELL setting within 10 days of enrollment to the school. Ms. Maria Lopez and Ms. Carol Goldberger, both NYS and NYC licensed ESL teachers are involved in the process of identification and placement.

Whether the student is placed in a transitional bilingual class, or in a monolingual class with free-standing ESL support services, the student has been ELL identified. This allows the administration to ensure that the student receives ELL services according to language needs that are derived from LAB, LAB-R, or NYSESLAT benchmarks.

An assistant principal ensures that all ELL identified students are scheduled to take the NYSESLAT exam offered in four subtests to measure speaking, reading, writing, and listening ability. The exam is administered throughout the assessment window to ensure that students who are absent for portions of the exam complete the sequence of testing. Teachers of ELL students are provided with NYSESLAT results in the fall, when this information becomes available. This ensures that there is an alignment between student needs and instructional practice.

2. The following procedure ensures that parents of newly admitted ELL students are informed in the placement process of their child. The parent is invited to view a DVD, entitled the "Orientation Video for Parents of English Language Learners (ELL Parent Information Case/EPIC)" on program choice for ELL students enrolled. Clarification is provided to the parent by the teacher so that the parent is able to make an informed choice about his/her child's educational placement. The parent has the opportunity to choose from transitional bilingual, dual language, or free-standing ESL programs. Parents complete the Parent Survey and Program Selection Form upon careful consideration. The default educational placement for ELLs is the Transitional Bilingual Education (TBE) program.

Parents who select the Dual Language model are provided with a list of schools that offer the program since our school does not offer this program of choice. Most parents who select this type of program have not requested additional information about other schools and have opted to select the programs offered by our school. Parents are informed that the models of instruction that PS 9 offers are the Transitional Bilingual and free-standing ESL programs.

The procedure described above is an ongoing process throughout the academic year, occurring as newly admitted students to the New York City public school system are received.

3. Entitlement letters are distributed to students annually to inform parents of their children's progress and continuation of enrollment for ELL services. Records of these documents are maintained. A record of parent outreach to view the DVD and complete the Program Selection Form (PSF) is maintained. Students' homeroom teachers are informed of this procedure, and serve as facilitators in the

parent information process. Students are placed in the default program choice, as stipulated by CR 154, if a form is not received from the parent. The procedure for the return of a PSF is that a copy of the dated letter with cut-off date for return is made for file. Subsequent letters are sent to the home, with their dates also indicated, as a record of outreach to the home. Phone calls and other attempts at face-to-face meetings with the parent at parent-teacher conferences are made. Every effort is made to engage the parent in the decision making process of program selection.

4. As students mature in the NYC education system, more information becomes available to share with parents on their child's progress in school.

Data from standardized tests, such as the ELL Interim Assessment and NYSESLAT, among others, is shared with parents in their native language. This information is important for the professionals who work with this population of student. Students are placed in educational settings based on their performance on the LAB, LAB-R, and/or NYSESLAT exams.

The administration, literacy coach, and data specialist work in concert to ensure that data is studied and evaluated in order to make decisions about programs and services for ELLs. Regularly scheduled "Breakfast with the Principal" has been one venue to communicate with parents. These events have shown an increased parent participation rate as meetings are conducted in English and in Spanish. "Meet the Teacher" and twice annual citywide parent conferences are additional ways that parent communication is achieved. The Parent Coordinator maintains a line of communication with parents through scheduled meetings and informal face-to-face meetings with parents at key times of the day. The parent coordinator has an office with easy-access from the general office to meet with parents. Teachers are able to use the data to speak with knowledge on student needs, progress, and prescription for English language acquisition with parents. Teachers who are unable to speak the home language of the child arrange for translators to attend conferences with parents to provide that service.

5. The record of services at PS 9 has been the placement of newly arrived students to the country being placed in the transitional bilingual program based on parent choice. The teachers of TBE classes are Ms. Otilia Ugalde, Ms. Carmen Perez, Ms. Fanny Morfe, Ms. Nancy Diaz, Ms. Luznaida Rosario, and Ms. Juana Pinto. The majority of other non-newcomer ELL students, whose home language is Spanish, are serviced through our free-standing ESL program. Students whose home language is other than English or Spanish select the same program. Once again, selection is as per parent request.

There are 98 students who have opted for the transitional bilingual program at PS 9. This comprises 13.7% of the student population at PS 9. The remaining 106 ELL identified students are enrolled in the free-standing ESL program. This composites 15% of the PS 9 population for a total of 29% ELL identified at the school. There has been an increasing number of students from various African countries with a home language of other than English, but fewer than the required 15 to open a class. These students are afforded a native language, French translator, to take New York State standardized exams in ELA and Math, if enrolled in a testing grade. Translators of other languages are secured as needed and based on home languages that are beyond the recognized languages by the DOE. These translators/interpreters are contracted through the New York City Department of Education, or via identified contractors for this service on a DOE furnished list.

6. Parent requests for ELL instructional programs have been in alignment with parent requests. Communication is well established from the point of entry of a newly admitted student to the NYC public schools at PS 9. Parents meet with PS 9 staff who are welcoming and able to speak the family's home language. This communication continues with the primary teacher of the student, whether the student is placed in a transitional

bilingual or free-standing ESL program. Parents communicate their desires for greater supports or change in academic programs for their children. The school is well aware of the third program choice that is not offered at the school and is cognizant of the number of requests for a dual language program. Trends in parents' ELL program choice are reviewed annually to determine if a restructuring is necessary.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		8	8	8	7	9								40
Push-In	1			5										6
Total	2	9	9	14	8	10	0	0	0	0	0	0	0	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	13
SIFE	9	ELLs receiving service 4-6 years	48	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	84	2		14						98
Dual Language										0
ESL	73	7	2	34		11	1			108
Total	157	9	2	48	0	11	1	0	0	206

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	13	13	15	22	21								98
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	14	13	13	15	22	21	0	98						

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	1	22	16	28	18	24								109
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		4	2	1	2									9
TOTAL	1	26	18	29	20	25	0	119						

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

1a. Organizational models to meet the needs of the PS 9 ELL population are two-fold. We have a transitional bilingual model at each of the grades from kindergarten through fifth grade, instructed by a licensed Spanish bilingual teacher. The next model of instruction is the free-standing ESL program conducted by two ESL licensed teachers. The ESL program is primarily a pull-out program, with remnants of the push-in model that was established in the last year. It was due to teacher-excessing that led to the demise of this instructionally sound model. All students, however, are appropriately serviced according to the required number of minutes of servicing for ELLs.

1b. Students in the transitional bilingual classes are grouped according to native language. That is for all students whose home language is Spanish. Within each (Transitional Bilingual Education) TBE class is an array of proficiency levels based on NYSESLAT or LAB/LAB-R standing. The free-standing ESL program is structured around two ESL teachers, each teacher servicing a cluster of grades which allows for focused instruction around developmental and instructional needs. One ESL teacher provides support for grades K – 2; the other teacher services grades 3-5. Both teachers work within the constructs of a pull-out model. There is exception for one third grade group that is seen in a push-in model. Instructional groups for both teachers are organized according to language ability as determined by the NYSESLAT. Beginner and Intermediate students are grouped together for 360 minutes of ESL services across the week. Advanced students are grouped together for 180 minutes of required instruction as stipulated by CR Pt 154. There are mixed ages/grades in some instructional groups.

2a. As per CR Part 154, the administration has ensured that all ELL students receive the required number of minutes for Native Language Arts (NLA,) instruction in TBE classes. The ESL component in TBE classes is surely scheduled within literacy and math blocks of instruction. One initiative that the school has taken on is the scheduling of common literacy and math blocks of instruction across each grade. This ensures cohesion among instructional efforts across the school. All minutes required for students' free-standing ESL classes have been scheduled according to students' proficiency levels in speaking reading, writing, and listening as demonstrated on the NYSESLAT.

3. The following will describe how each program model provides for instruction in each of the content areas. Instructional approaches and methods used in order to transmit understanding through enriched language will also be discussed.

Instruction in free-standing ESL classes is delivered via total immersion. Students learn by using all of the modalities to acquire understanding. Students speak, listen, and hear modeled English from all teachers who instruct them including homeroom and content specialist teachers. Students are engaged in talk with monolingual students as they practice and develop an enriched language. Students engage in a Total Physical Response (TPR,) by responding to teacher directives, and employ facial and nonverbal communication as they participate in school throughout the day. Students are engaged in hands-on learning since this is shown to be a best practice to demonstrate and reinforce learning.

Students are grouped for instruction based on their standing on the previous year's NYSESLAT exam. Teachers are able to differentiate for instruction within each modality since they have analyzed the data to inform their practice. As described in this document one teacher's practice is focused on early childhood ELL learners in Grade K, 1, 2, and push-in 3. The second ESL specialist focuses instruction for the remaining 3rd, 4th, and 5th grades. It is in this manner that the teacher's specialization addresses the differentiated needs of students at modality standings. Within each grade or grade cluster, students are grouped according to beginner and intermediate, or advanced class placements. This allows for students to receive the appropriate number of minutes of instruction as per LAP guidelines.

Each literacy period incorporates components of a balanced literacy program. That is, read loud, shared reading, word work, and guided reading or strategy groups are formed at varying times during the block, as per need. Students have the opportunity to listen to spoken and written English that is well modeled for them. Turn and talk, and other language experiences, allow students to engage language that will draw upon students' background knowledge and insights derived from talk. This is reinforced by seeing the written text, with opportunities for students to interact with material that enables them to demonstrate comprehension of the lesson's objective. Graphic organizers will provide further clarification for all learners, but especially visual learners who need this kind of connect. New vocabulary is highlighted and those previously presented reinforced by application. Skill in writing is further developed by phases of the writing process that teachers guide students through. The lesson's objective is further reinforced as children make reference to the same objective that has been displayed by the teacher in language that children can understand. Collaboration between ESL and homeroom teachers of students served takes place. There is time allotted in the ESL teacher program for articulation and consult in order to achieve this end. ESL teachers utilize documents such as common core state standards, curriculum calendars, and unit plans to assist in planning. Teachers may take advantage of weekly Lunch & Learn opportunities for our professional staff around such topics as differentiation, planning by design, and

“Changing the Way You Teach, Improving the Way Students Learn.” Teachers can apply current professional dialogue supported by research around higher order thinking.

4a. Support through differentiation for SIFE students occurs at PS 9. The administration maintains close supervision of newly admitted and returning students, such as SIFE ELLs. In this way, teachers are well informed about SIFE students as they return to school after an interruption of educational service. As best possible if the return is within the same academic year, a student is returned to the class that he left, with consult and consent of the parent. Teachers consult with each other if he is a student who is known from another grade. Outreach is made to the child’s preceding school to gather information to assist placement and service. These students receive individualized attention by the teacher in the classroom via conferencing and grouping in strategy, guided reading and/or math groups. Communication with the parent to ensure home support for school efforts is nurtured. These students are provided with opportunities for extended learning in the Extended Day, Academic After-school, Title III, and/or After-school Clubs programs.

4b. Newcomers who fit into the category of enrollment between 0 – 3 years are placed in the TBE program as a result of parent choice. This enables TBE teachers to meet their needs in many ways. There is a great deal of cultural support for the student by the teacher who capitalizes on each child’s experiences to bring “text to self” opportunities to the learning environment. It is this type of connect that will serve to acclimate the child to his new school and home environment. Choice of language to communicate with peers and teachers is determined by the student based on the dominant language of the child. Both English and Spanish are used, accepted and supported in the classroom. Once again, these students are offered the same type of opportunity to build on learning, specifically through the Title III afterschool program designed for ELLs.

4c. ELL students who have been in an English language school system for between 4 to 6 years exist in free-standing ESL and TBE programs. Students are followed carefully to ensure that there is progress in English acquisition. This is achieved by examining and tracking NYSESLAT subtest scores from year to year. Careful attention is then paid to the individual modalities and instructional approaches that address these needs. Small group instruction is provided to the student in the content and subtest area for which a deficit is shown. Additional resources available if there is greater concern for the lack of progress is consultation with educational specialists on the School Based Support Team (SBST.) Parents are invited in to conference with teachers involved in the child’s educational process. Members of the SBST are available to provide added insight to next steps for the child, if warranted. It is through the concerted work of these professionals that assessment, evaluation, and informed next steps are made.

4d. Attention to long term ELLs begins with those at the 4 – 6 year range. There is continuing discourse with the parent, and teachers who have worked with the student in past and present placements. If warranted, the child is recommended for further evaluation to assess whether there are other factors present to prevent the child’s progress in language acquisition. These students, along with all ELLs are provided with opportunities in the Extended Day, Academic After-school, Title III, and Afterschool Clubs programs.

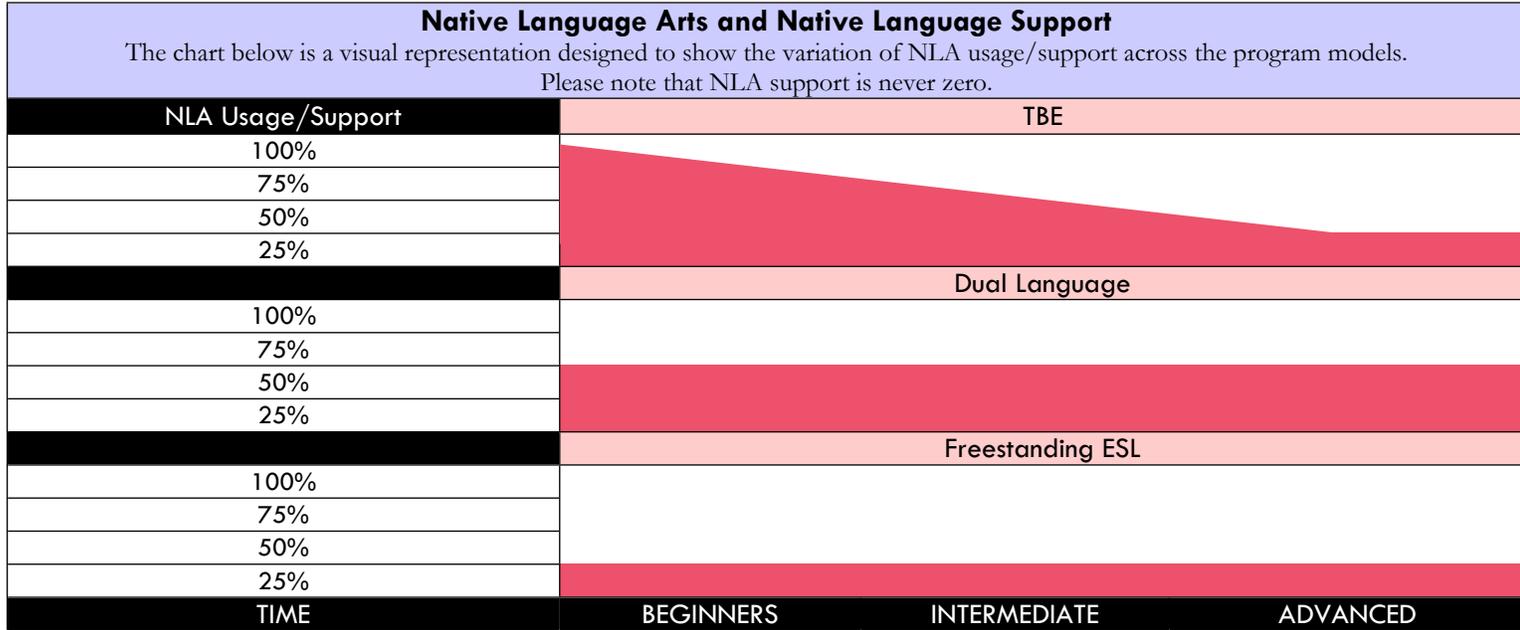
4e. ELLs identified with special needs receive the mandated services as prescribed by the student’s Individualized Education Plan (IEP.) These services may include SETTS, Counseling, Bilingual Speech, Occupational, or Physical Therapy. These services are provided along with the required number of minutes for ELL servicing. Because of the number of mandates to ensure the educational process, there is a need for articulation between service providers, homeroom teachers, parents, and the administration in order to ensure an alignment of services. The alignment of services includes scheduling/programming and planning of instructional efforts. PS 9 maintains a bilingual SETTS and speech provider. Students who are X coded on the IEP indicates that the child is not to receive ESL instructional services. Despite this stipulation on the IEP, the special needs ELL learner is tested on the NYSESLAT in the spring.

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



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. Targeted intervention programs for ELLs at PS 9 include Imagine Learning, Rigby's On Their Way to English, and Avenues. These programs have offered our students success based on student response and teacher feedback. We also have the new opportunity of Learning Village, a Harcourt/Houghton Mifflin venture in partnership with the NYCDOE Office of English Language Learners. The program's aim is to bring student learning to the twenty-first century through the use and application of technology. Best practices and strategies for the instruction of ELLs to acquire English are put in place. There is a strong professional resource included in the plan which seeks to build upon the resources of the professional staff to pool ELL resources. A strong parent component will allow for training and development of parents around language acquisition. A small group literacy and math pull-out intervention program serviced students at the beginning of this academic year to address language and learning needs. Title III monies will provide and academic afterschool for ELLs by licensed bilingual teachers. ELL students are also offered math and literacy instruction during the Extended Day Program at PS 9. An academic afterschool, apart from the extended day is offered for students scoring below state benchmarks in ELA and math. Students also have the opportunity to participate in an Afterschool Clubs program which seeks to build on students' creative interests and physical abilities through the arts and sports. The intention to grow the whole child reaps great rewards.

6. Transitional support is offered for students who have passed the NYSESLAT in one to two prior years of testing. The parent receives a non-entitlement transition letter indicating that his/her child has gained English language proficiency with a transfer to a monolingual class with support services. Teachers of these students are aware of their language status which allows them to plan for academic needs. During standardized testing, these students receive the ELL accommodation which allows for extended time during these periods. Instructional support is offered for the former ELL group who achieved a passing score on the NYSESLAT one year prior to this academic year. Access to library resources and a literacy teacher who will guide their literacy efforts is provided to these students for continued support. Like all ELL students, they are offered placement in the Extended Day, Academic Afterschool, Title III, and Academic Clubs programs.

7. As cited above, a new initiative will take flight this year is the Learning Village, a Houghton Mifflin/Harcourt venture between the NYCDOE and Office of ELLs. With national support and experience, this opportunity will help bring students closer to achievement on the common core standards that seek nationwide standardization by 2014. This will also take the professional staff to the twenty-first century as it uses technology to meet students in the world in which they now live. A city-wide community of educators, brought together through this venture, will add instructional skills and strategies to the teaching of ELLs through a professional development series.

8. The push-in model of ESL instruction, which was more greatly implemented in the last academic year will be discontinued this year. This is because of teacher-excessing which has detracted from the school's ability to implement a fully functioning push-in program. As a result, the push-in model can only be implemented for one segment of the student population this year.

9. ELL students are provided equal access and opportunity to all instructional programs during the regular school and after-school day. As described above, ELLs have opportunity to two different after-school programs: the regular Academic Afterschool for which ELLs in free-standing ESL programs would participate in, and the Title III after-school program for students in self contained, transitional bilingual programs.

10. Instructional support is provided through Imagine Learning, Rigby's On Their Way to English, Avenues, Hampton Brown's guided reading series, and the Learning Village, as described above. Learning Village has provided wall-mounted technology in the form of a SmartBoard, to assist teaching and learning. Project GROW, a science and literacy connected program, offers additional resources.
11. Native language support is provided through each transitional bilingual teacher for students. Students are instructed in the content areas to ensure that learning is not interrupted because of the lack of English language ability.
12. Each ELL student receives the required number of minutes of ELL language support as stipulated by New York State guidelines in CR Pt 154. Students are instructed in developmentally appropriate environments through instructional approaches and activities that are designed for them.
13. Since the enrollment period for new students does not begin at the school level until two days before the start of the regular school year, the school does not have the opportunity to initiate before-school practices to ease the transition for new students. However, newly enrolled students are paired with classroom partners to assist in the transition period upon school opening. The teacher will establish classroom practices to ensure that this population of students fares well. If a student speaks a home language other than Spanish, s/he is introduced to another student in the school with a familiarity of that language, developing a relationship that will serve the transition into a new environment more easily. This has worked well for our population of Arabic speaking students in the past. Now that they have moved on to new schools, they have been replaced by a few French speaking students from different African countries like Ghana and Nigeria.
14. Since we are an elementary school, we do not offer language electives for our students.

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)?

Paste response to questions 1-5 here

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

1. It is clear that though ELLs in TBE classrooms are most apparently ELLs, each classroom in the school serves ELL students throughout the school. In this regard, components of the LAP which describes processes and procedures for ELLs at PS 9, are communicated with staff as part of a professional development plan. Dissemination of information of school-wide policy occurs at faculty conferences, grade level meetings, via the Curriculum & Instruction Team, at School Leadership Team (SLT) meetings, Extended Day professional time, and at specially announced meetings for this purpose. There are additional common planning periods when teachers can assemble to plan and develop curriculum that is designed to meet the needs of ELL students. Student data is disaggregated to provide teachers with benchmark data on ELLs, especially following the change in New York State benchmarks this year. Student achievement is studied across different forms of assessment. The results of measures such as the Rigby PM, DRA, ECLAS, EL SOL, ELL Interim Assessment, Acuity, and formalized state assessments in ELA, Math, and Science will tell where professional development needs are. A menu of professional development series is instituted to assist teachers in their ability to move ELL students toward greater English language acquisition. Teachers are in the process of evaluating what changes are necessary to instructional practice in order to effect greater achievement as a result of new nationwide common core standards. Teachers meet and plan together as a grade, and on the longitudinaly comprised Curriculum & Instruction Team. The administration has purchased additional components of the Developmental Studies Center "Making Meaning" program to ensure alignment

between all literacy blocks of instruction to include word work and writing. These consultants have provided professional development for our teachers. To address needs in mathematics, the school has forged a new relationship with Lehman College that will provide support and professional development for the teaching of mathematics to improve student outcome. All teachers of ELLs participate fully in all of the professional development sessions mentioned herein.

2. Assistance to graduating ELLs who will be moving on to middle schools is in the articulation between the guidance counselor, TBE teacher, and monolingual teacher of free-standing ESL program ELLs and the receiving school. The guidance counselor, as the facilitator of the middle school process, plays an important role in the transmittal of information. Scheduled visits to the receiving middle school are arranged in June of the preceding academic year. In this way, ELL students are afforded the opportunity to view the middle school environment, with the TBE and monolingual teacher of ELLs facilitating an exchange of needs and assessment. Parents of ELLs are informed of the new environment and the structure of the day for their children in the middle school. Parents' questions are answered as best possible by our staff. We have an experienced Social Worker on the SBST who is familiar with the middle school and has served as a resource in this respect.

3. As per Jose P., all teachers of ELL students are to receive a minimum of 7.5 hours of ELL training in order to meet the instructional needs of students. All TBE teachers and ESL teachers who serve our students are highly qualified. That is, they each hold certification and licensure, encompassing the requirements that both the state and city require. Within those qualifications are hours that have far exceeded the Jose P. requirement of professional development. Beyond the initial training is the ongoing professional development of teachers that scaffold upon prior learning. The administration is aware of the particular needs of ELLs and is mindful to secure new training that meets trends of education for ELLs. All teachers of ELLs in free-standing ESL programs receive the same type of professional development described in Item 1 and as described above.

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

1. We have found that some of the most involved population of parents at PS 9 is the parent of the ELL student. Attention is given to all parents with special note to parents who are new to the country and to the school. It is understood that the responsibilities of the family are many, and education and information are the best to provide relief. PS 9 offers support to parents in many ways. To address parent needs, we have the privilege of The Welcome Center housed in our school building. This is a borough-wide resource center that provides English, GED, and citizenship classes for parents. There are a number of PS 9 parents who attend the Welcome Center trainings. Parents who are equipped with these skills through Welcome Center participation involve themselves with their children's education. Proximity is certainly an advantage. Interest is generated about their children's learning as they become aware of their own abilities as students. There are many school sponsored activities to involve parents in the education of their children. Monthly "Breakfast with the Principal" events bring parents in to hear information, and to ask questions. These meetings are well attended because there is Spanish language translation available. The Parent Coordinator (PC) is present for additional outreach. The PC is requested to make her presence known to parents at morning line-up and at dismissal times since these periods gather the most parents at school. PS 9 has parent involvement on the School Leadership Team. There is increased interest in serving on the Parent-Teacher Association (PTA.) Parent volunteers are involved in various school functions such as Picture Day, graduation, celebration of cultural events and publishing parties that celebrate the achievement of academic work. There are evening events to accommodate parent schedules. Meet the Teacher and parent conferences are other venues that involve parents in school. The new partnership of Houghton Mifflin/Harcourt and the NYCDOE Department of ELLs has a parent component that will provide online and attended parent workshops. Finally, a PS 9 Parent Café aimed at equipping parents for twenty-first century families and learning is in development. The Parent Café will house computers for parents' use in order to access ARIS and other DOE sites. It will be a place where PS9online.org can be connected so that parents can interact with information on the common core standards, curriculum calendars, school announcements and information. Parents will also have the ability to communicate with their children's teachers via email and webpage on PS9online.org. Thanks to Bronx Borough President Ruben Diaz, Jr., PS 9 has been gifted with a substantial allotment to bring this plan to fruition.

2. PS 9 partners with Learning Leaders, a parent education and volunteer program. Parents are required to attend a training sessions that equips them with the necessary skills to volunteer in DOE classrooms. As parents receive training, they become educated on the instructional and behavioral needs of all students, including their ELL. As cited previously, PS 9 is partnered with the Welcome Center and the Bronx Borough President's and councilman's offices to bring resources to the school. Since our ELLs constitute nearly 30% of our student population,

we make this known to CBOs and other agencies with whom we work. Not mentioned before, is the partnership that our school has with the school of social work at Lehman College. We have been fortunate to have social work interns, many times fluent in Spanish, which often bridges the communication gap between the school and home.

3. The needs of ELL parents are assessed on many different levels beginning at the intake process. Pedagogues who conduct the HLS assess parents needs based on demonstrated understandings. TBE teachers and teachers of ELL students in free-standing ESL classes continually communicate with parents. They are able to assess and gauge parent needs at each phase of interface. The PC is able to assess parent needs and will conduct surveys from time to time. The guidance counselor, related service providers, and social work interns, and SLT parent representatives communicate needs of parents to the administration. These results are taken under consideration by the administration.

4. Parent involvement is key to the success of an ELL student in an English language school system.. As the parent gains an understanding of the educational process and how crucial it is for there to be a home/school partnership, student achievement can only rise. A shared vision between the school and home is the foundation for success. Parent activities, at the various levels described in this text, serve to meet the needs of the parent in as many areas. It is through the ability to meet parent needs that the education of his child will take place. A parent who is secure in being able to provide for his family will build the larger picture of a future through his child's ability to acquire English.

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)	14	23	12	12	10	12								83
Intermediate(I)		6	7	19	10	12								54
Advanced (A)	1	6	10	12	19	21								69
Total	15	35	29	43	39	45	0	0	0	0	0	0	0	206

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		7	3	3	7	8							
	I		6	5	5	4	2							
	A		14	9	17	18	14							
	P		5	8	13	9	18							
READING/ WRITING	B		20	6	6	7	7							
	I		7	8	19	10	12							
	A		5	9	11	18	19							
	P		0	2	1	5	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4	11	16	0	1	28
5	11	17	5	0	33
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									0
4	11	2	20	1	1				35
5	2	4	11	6	5		1	1	30
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	2	3	13	5	12	8	0	2	45
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	7		6	1	18	5	0	0	37
8									0
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	9	24	8	0				
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:

accompaniment, EL SOL, allows teachers to form a well rounded picture of literacy abilities and needs. The school has purchased the DRA in Spanish, as well. The Spanish EL SOL and DRA is praised by teachers who have found the data important in planning for instruction. Since the ECLAS is administered twice annually and the DRA segmented between interim assessment periods, there is comparative data for teachers to draw upon. The evaluation of data allows teachers to plan and group for instruction. Since the DOE window of assessment is still open on these measures at this writing, results are not currently available for evaluation.

2. Patterns of proficiency levels on the NYSESLAT and LAB –R across the grades reveal the following. Incremental gains can be seen across all grades with decreasing numbers of students remaining at beginning levels of language acquisition that are relative to the number of years in the English language school system. Although there is a range in proficiency levels across all modalities, there is generally greater strength in listening and speaking modalities than in reading and writing. Students' receptive language abilities are greater than their expressive language. The data supports this finding with increasing proficiency in listening and speaking as students' years in an English language school system rise. The data shows that the number of students who are proficient at reading and writing remains in the single digits by grade 5, while the number of students who have gained proficiency in listening and speaking is in the double digit range. A closer look at the data reveals that there is an increase of students scoring at proficiency at all modalities, with exception to students in grades 2 - 4 where students show a decrease in proficiency levels in reading and writing in the last year.

3. Student performance on NYSESLAT modalities of listening and speaking and reading and writing support instructional decisions that the school has made. Four goals that the administration has articulated for school-wide efforts are in the areas of questioning, increasing vocabulary and academic language, increasing complexity and stamina in writing, and using technology in the classroom. These goals are aligned with the demonstrated needs of our ELL population. Developing higher order thinking through deeper questioning will require students to gather up the language to convey thought. A focus on increasing vocabulary and academic language will provide ELL students with the tools for oral and written communication. With an increased language base, student writing will become more complex with students demonstrating an increased stamina to produce a document based on an increased bank of language. Additionally, the Learning Village venture and proposed Parent Café will better equip parents to support student learning as facility in their own electronic languages grows.

4a. An examination of the data reveals the following. Across proficiencies and grades, ELLs do not out perform non-ELLs. There is a widening gap, especially in mathematics. The data shows that there is an increasing number of ELL students with test modifications as specified by Individualized Education Plans, (IEPs.) A comparison between ELL performance on standardized tests taken in English as compared to exams available in the native language shows that standardized assessments in the native language does not necessarily correlate with an increased rate of achievement. Please refer to the section entitled, "Additional Information" at the end of this document for further detail.

To note, in English Language Arts, (ELA,) six students were exempt from taking the test in the grade 3 TBE class, six more were exempt from the grade 4 TBE, and four were exempt from the grade 5 TBE class as a result of the less than one year in an English language school system stipulation to be eligible for ELA testing. Additionally, two more students were exempt from free-standing ESL classes for the same reason, whose home language is other than Spanish, the TBE language of instruction. This data speaks to 16 ELA exempt students in the TBE program, 16/71, or 23% of the composite of TBE classes in the testing grades.

Twenty-three out of 24, or 96% of grade 3 TBE students took the New York State Math Test in Spanish. Seventeen out of 24, or 75% of TBE students in grade 4 took the test in Spanish. A look at the data indicates that there is an increase in the number of students who demonstrated enough fluency in English to take a standardized test in English, their second language. This shows an increasing rate of English language learners among our TBE ELLs as they move from grade 3 onto grades 4 and 5.

4b. Teachers are made aware that the results of the ELL periodic assessments become available in a window of six days after the score center receives student tests. At the same time, the information is also available to the Literacy Coach/Data Specialist who studies the information in order to report findings to the administration. The information is taken under consideration and is reported out to teachers who have the ability to draw conclusions about their class set. An administrative eye on the whole picture of ELL performance across three grades allows for the evaluation of current practice to inform future staff assignments, how teachers plan and differentiate for instruction, and whether or not instructional materials need to be replaced for greater effectiveness. The ELL periodic assessment becomes an added measure in the mix of data for professional consideration.

Results of the ELL Interim Assessments are also accessed by TBE and free-standing ESL teachers so that the data can be used to guide instruction. The results are analyzed in a differentiated manner, taking into consideration the whole child. Length of time in an English language school system, SIFE status, preference in learning modality as matched to teacher preference of instructional style are considered.

Comparative data on student performance on other interim measures such as the DRA and Acuity tests are examined. How the child fares from one year to the next is examined. Other factors that can influence student performance are taken into consideration. The data specialist/literacy coach assists teachers in deconstructing the data to give meaning to the teaching and learning experience.

4c. Information from the ELL periodic assessments tells us that ELLs fare similarly as non-ELLs on interim assessments. Native language instruction is important in order that English language acquisition does not detract from the content of the teaching and learning experience of an ELL. Students must continue to grow facility in two languages. As a transitional bilingual model, native language instruction will decrease as students move from beginner to intermediate to advanced abilities in English facility. Native language Arts (NLA) instruction in TBE classes will move from 60-90 minutes as beginners, to 45-60 minutes at the intermediate level, and to 45 minutes per day at the advanced level. In free standing ESL programs, ELL students continue to receive support in their native language at 25 % of the time.

5a – 5c. Not applicable.

6. The success of the ELL program at PS 9 rests with the number of students who are able to demonstrate progress in English language acquisition. This can be measured through subtests of the NYSESLAT from year to year, with an eye on acquiring the Proficient rating which would effectively designate a student as a Former ELL. Former ELLs are moved from TBE classes to monolingual classes with continued academic support in the native language. Students in the testing grades receive the opportunity of extended time on a standardized test. Apart from the statistics, the demonstrated behaviors that measure ELL program success are students who can read, write, and speak English effectively. They are able to converse, appeal, command, and communicate a position or need. The whole child is developed so that there is not only success in academic areas, but in social and emotional growth as well. Success can be seen in a celebration of native language and culture while having acquired the influence of a new language and culture.

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.

The most current Progress Report reveals that 24% of students who took the 2010 ELA are performing on a Level 3 or 4. The median proficiency rate is 2.47. In the previous year, 59% of our students were performing on a Level 3 or 4. The median proficiency rating was 3.07. Of the students who took the 2010 State Math exam, 30% are performing on a Level 3 or 4. The median proficiency rating is 2.65. In the previous year, 89% of our students were performing on a Level 3 or 4. The median proficiency rating was 3.48. Thus, because of the changes made in scale scores, our school, like many others across the state, was unable to maintain our letter A rating. However, it is one of our goals to increase the number of students performing on a level 3 and 4, which will help our school regain our status as a top performing school.

Additionally, over the last three years, testing data from NY Start reveals that while the gap between English Language Learners (ELLs) and Non-ELLs had been decreasing, it is now increasing. The tables below depict the trends:

English Language Arts			
Group	2007-08	2008-09	2009-10
Non-ELLs	60%	68%	40%
ELLs	27%	39%	11%

Mathematics:			
Group	2007-08	2008-09	2009-10
Non-ELLs	82%	86%	32%
ELLs	68%	75%	7%

In particular, the largest gap is seen in Mathematics. Teachers will need to ensure that best practices are utilized in mathematics in order to begin closing the now wide-formed gap. Our efforts this year will also focus around reversing the trend in both ELA and Math.

Alongside the data above, we continue to examine the growth and need areas of our English Language Learner (ELL) population. The Comprehensive Information Report (CIR) section of the 2008-09 School Report Card provides data on the performance of English Language

Additional Information

Learners on the NYSESLAT exam. The data show that there has been a steady increase in the percentage of students performing at a
 Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		11/1/10

Part VI: LAP Assurances