



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PS 9, THE RYER AVENUE ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10x009

**PRINCIPAL:** JACQUELINE BAILEY **EMAIL:** JBAILEY5@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** SONIA MENENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jacqueline Bailey	*Principal or Designee	
Claudia Rerrie	*UFT Chapter Leader or Designee	
Evelyn Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jane McDonnell	Member/SLT Chair	
Janet Allen	Member/Teacher	
John Frias	Member/Teacher	
Melissa Borzouye	Member/Teacher	
Mary Weatherwax	Member/Teacher	
Janice Ford	Member/Parent	
Erica Vega	Member/Parent	
Maricruz Reyes	Member/Parent	
Lucia Ramales	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

**Principal and APs will conduct 10 informal (and 1 formal) observations for each teacher using selected components of a research-based rubric to provide meaningful feedback, which will improve teacher effectiveness by June 2012.**

### Comprehensive needs assessment

The 2010-2011 NYC Progress Report Card indicates that our school received an overall rating of C. The Progress Report reveals that 33% of students who took the 2011 ELA are performing on a Level 3 or 4. This is an increase from 24% on grade level in the previous year. The median proficiency rate is 2.64 in ELA. This is an increase from our previous years' median proficiency rate of 2.47. Of the students who took the 2011 State Math exam, 45% are performing on a Level 3 or 4. In the previous year, 30% of our students were performing on a Level 3 or 4. The median proficiency rating is 2.94. This is an increase from the previous years' proficiency level of 2.65. The median proficiency rating was 3.48. Though we are classified as a "C" rated school, we have made extensive gains in performance and progress. Yet, our "C" status clearly indicates room for improvement.

Additionally, over the last three years, testing data from NY Start reveals that the gap between English Language Learners (ELLs) and Non-ELLs in English Language Arts and Mathematics is now increasing. Nevertheless, there has been a significant increase in the amount of ELLs receiving Level 3 or 4 on the State Mathematics exam (19% increase) The tables below depict the trends:

#### English Language Arts

Group	2008-09	2009-10	2010-11
Non-ELLs	68%	40%	43%
ELLs	39%	11%	9%

#### Mathematics:

Group	2008-09	2009-10	2010-11
Non-ELLs	86%	32%	54%
ELLs	75%	7%	26%

In particular, the largest gap is seen in Literacy. Teachers will need to ensure that best practices are utilized in literacy 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.

Annual Goal #1 was developed as a response to increasing student performance in ELA and Mathematics. Teacher effectiveness is critical to ensuring that student performance increases in these areas. and that the performance gap closes between ELLs and Non-ELLs.

**Instructional strategies/activities**

- Teachers will self-assess on selected components of a research-based rubric before January 2012
- Professional development committee will develop and implement a coherent PD plan for teachers that integrates the selected components of a research-based rubric by December 2011.
- School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric by October 2011.
- The Principal and APs will create a schedule for conducting observations throughout the year.
- The Principal and APs will write up their observations and provide timely feedback to teachers throughout the year.
- The Literacy and Math coaches will provide teachers with support on implementing recommendations made by administrators via one-on-one meetings and professional development workshops offered throughout the year.
- Teachers will complete an evaluation of the professional development opportunities offered to them throughout the year by June 2012.
- Indicators of progress will include:
  - Principal and AP copies of informal/formal observations conducted throughout the 2011-2012 school year.
  - Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.
  - Teacher self-assessments on selected components of a research-based rubric.
  - NYC School Survey results demonstrating an increase of teachers that agree that school leaders give them regular feedback about their teaching compared to this area on the Teacher Survey from the previous school year.

**Strategies to increase parental involvement**

- Section II.1 of the PIP: 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.
- Section II.2 of the PIP: 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.
- Section II.3 of the PIP: 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.

- Section II.6 of the PIP: 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:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics 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.
  - 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, 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:
    - Collaborating 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.
  - 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.
  - 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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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. All 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.

For the 2011-12 school year, 99% of our teachers are classified as “Highly Qualified”, with the exception of Ms. Muia, a Physical Education teacher and Mr. Muia, a 1<sup>st</sup> grade teacher. Ms. Muia and Mr. Muia are completing their masters degrees and are expected to be “highly qualified” before the end of the school year. To ensure that current staff become highly qualified, 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 network-wide professional development opportunities to maintain the level of qualification according to current trends.

As stated above, professional development in current “best practices” will continue to be provided to all staff members. The Math Coach, Literacy Coach, Data Coach, and Early Childhood Coordinator deliver professional development to teachers so that they can have a positive impact on student learning and achievement. AUSSIE Consultants have been hired to provide teachers with strategies for addressing high needs learners, particularly students with IEP’s.

### **Service and program coordination**

- Deliberate programming of AIS and Extended Day, aligns staff and student experience, needs, and ratio to improve academic achievement.
- Back-to-back scheduling of AIS and Extended Day provide greater concentration of instructional time for students.
- Extended school day, twice a week for students performing on Level 1 and 2 on ELA and Math diagnostic and summative assessments.
- Art licensed teacher infuses content areas into the core curriculum.
- Round Table committee by students in school leadership positions to allocate monies raised from school drives based on researched need.
- School-wide Junior Achievement program to mentor and provide high school and career professional role models to PS 9 students
- Parent Volunteers, through Learning Leaders, assigned to students at-risk.

- Community service sponsored by the LINC program will match high school volunteers will mentor and provide academic support to students in grades 2-3.
- A Violence Prevention Program will ensure that at-risk students are targeted to receive additional assistance and extra-curricular activities to support learning and social development.
- After-school and Saturday Academy programs will be offered throughout the year to students in grades 3-5 (primarily targeting Level 1 and 2 students) to ensure that their academic needs are supplemented.
- Extended school year configuration as related to Summer Success Academy offerings for grades 3 through 5 identified students. Regular summer school program for grade 4 identified students.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Goal-Specific Budgeting:

- Title I and Title III funds will be utilized to provide professional development training rate for workshops periodically offered after-school.

Additional Budgeting for Service and Program Coordination:

- FSF, Title I, and Title III funds will be used to pay for teachers who work the After-School and Saturday Academy programs.
- NYSTL monies will be used to purchase academic materials to support students during these After-School and Saturday Academy programs.
- Violence Prevention Funds will be used to pay per session to teacher participating in the Violence Prevention Program.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**To increase parent participation by 10% in school-wide events by June 2012.**

**Comprehensive needs assessment**

The 2010-2011 NYC Progress Report Card indicates that our school received an overall rating of C. The Progress Report reveals that 33% of students who took the 2011 ELA are performing on a Level 3 or 4. This is an increase from 24% on grade level in the previous year. The median proficiency rate is 2.64 in ELA. This is an increase from our previous years' median proficiency rate of 2.47. Of the students who took the 2011 State Math exam, 45% are performing on a Level 3 or 4. In the previous year, 30% of our students were performing on a Level 3 or 4. The median proficiency rating is 2.94. This is an increase from the previous years' proficiency level of 2.65. The median proficiency rating was 3.48. Though we are classified as a "C" rated school, we have made extensive gains in performance and progress. Yet, our "C" status clearly indicates room for improvement.

Additionally, over the last three years, testing data from NY Start reveals that the gap between English Language Learners (ELLs) and Non-ELLs in English Language Arts and Mathematics is now increasing. Nevertheless, there has been a significant increase in the amount of ELLs receiving Level 3 or 4 on the State Mathematics exam (19% increase) The tables below depict the trends:

**English Language Arts**

<b>Group</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Non-ELLs</b>	<b>68%</b>	<b>40%</b>	<b>43%</b>
<b>ELLs</b>	<b>39%</b>	<b>11%</b>	<b>9%</b>

**Mathematics:**

<b>Group</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Non-ELLs</b>	<b>86%</b>	<b>32%</b>	<b>54%</b>
<b>ELLs</b>	<b>75%</b>	<b>7%</b>	<b>26%</b>

In particular, the largest gap is seen in Literacy. Teachers will need to ensure that best practices are utilized in literacy 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.

Additionally, our most recent Quality Review conducted November 2010 returned a rating of "Proficient," which is an indication of our

consistent effort to provide the academic and social support students need to develop. Nevertheless, recommendations for further development were made. Recommendations connected to the parent and school connection include:

- Enhancing school efforts to involve and communicate with parents in order to better engage them in their students' learning to improve achievement and attendance.
- Making valuable use of the Parent Coordinator to reach out to parents and sharing information on attendance and the use of data tools, such as ARIS.

Annual Goal #2 was developed as a response to increasing student performance in ELA and Mathematics. Parent participation and awareness about attendance and academics are critical to ensuring that student performance increases in these areas.

#### **Instructional strategies/activities**

- PS 9 teachers will solicit parent volunteers via school wide events (i.e. Meet the Teacher Night, Parent Teacher Conference, Holiday Assemblies, Family Math and Literacy Night) throughout the year.
- PS 9 will host a family Holiday Craft Fair with volunteers from the leadership program in December 2011.
- PS 9's School Based Support Team (SBST) will reach out to parents through various parent support activities (i.e. Parent's Support Club) throughout the year.
- PS 9's Parent Association will once again become active and will serve as a resource for parents by establishing daytime hours of operation by December 2011.
- Parent Coordinator will train parents on how to access and use ARIS at least 3 times per year before June 2012.
- PS 9 will institute periodic nightly meetings with the Principal to give parents who work at night opportunities to participate.
- Indicators of progress include:
  - 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.
  - Volunteer sign-in sheets
  - Donations from local businesses
  - Parent Sign-In Sheets
  - Parent Evaluations
  - Learning Environment Survey results

#### **Strategies to increase parental involvement**

- Section II.1 of the PIP: 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.

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- Section II.4 of the PIP: 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.
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  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph
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  - 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:

- Collaborating 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.
- 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:
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particularly students with IEP's.

### **Service and program coordination**

- Deliberate programming of AIS and Extended Day, aligns staff and student experience, needs, and ratio to improve academic achievement.
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### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

#### Goal-Specific Budgeting:

- Title I and Title III funds will be utilized to refreshments and to make copies of materials for parents.

#### Additional Budgeting for Service and Program Coordination:

- FSF, Title I, and Title III funds will be used to pay for teachers who work the After-School and Saturday Academy programs.
- NYSTL monies will be used to purchase academic materials to support students during these After-School and Saturday Academy programs.
- Violence Prevention Funds will be used to pay per session to teacher participating in the Violence Prevention Program.

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

**To improve student attendance to 92% by June 2012 in an effort to impact students' academic progress.**

**Comprehensive needs assessment**

The 2010-2011 NYC Progress Report Card indicates that our school received an overall rating of C. The Progress Report reveals that 33% of students who took the 2011 ELA are performing on a Level 3 or 4. This is an increase from 24% on grade level in the previous year. The median proficiency rate is 2.64 in ELA. This is an increase from our previous years' median proficiency rate of 2.47. Of the students who took the 2011 State Math exam, 45% are performing on a Level 3 or 4. In the previous year, 30% of our students were performing on a Level 3 or 4. The median proficiency rating is 2.94. This is an increase from the previous years' proficiency level of 2.65. The median proficiency rating was 3.48. Though we are classified as a "C" rated school, we have made extensive gains in performance and progress. Yet, our "C" status clearly indicates room for improvement.

Additionally, over the last three years, testing data from NY Start reveals that the gap between English Language Learners (ELLs) and Non-ELLs in English Language Arts and Mathematics is now increasing. Nevertheless, there has been a significant increase in the amount of ELLs receiving Level 3 or 4 on the State Mathematics exam (19% increase) The tables below depict the trends:

English Language Arts

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Mathematics:

<b>Group</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
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<b>ELLs</b>	<b>75%</b>	<b>7%</b>	<b>26%</b>

In particular, the largest gap is seen in Literacy. Teachers will need to ensure that best practices are utilized in literacy 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.

Additionally, the 2010-11 NYC Progress Report indicates that our school's attendance rate was 89.6% for the school year. Our school's

Attendance Rate Report (year to date) indicates that we currently have a 90.3% attendance rate.

Furthermore, a review of the PS 9 2009-2010 New York State School Report Card, the most current available, indicates that the Students with Disabilities did not make AYP (Annual Yearly Progress) in ELA. Thus, we will continue to add goals aligned to improvement on the ELA on our CEP. Additionally, we will increase our efforts on focusing on the Special Education population and improving participation rates, overall. Below is a snapshot, taken from the NY State School Report Card for PS 9 comparing participation rates in all subgroups across three years:

<b>Subgroups</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
All	100%	100%	99%
Black/ African American	99%	100%	99%
Hispanic/Latino	100%	100%	99%
Students With Disabilities	99%	100%	96%
LEPs	100%	100%	98%
Economically Disadvantaged	100%	100%	99%

Annual Goal #3 was developed as a response to increasing student performance in ELA and Mathematics. Attendance is critical to ensuring that student performance increases in these areas and that the performance gap closes between ELLs and Non-ELLs and students with IEPs. 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.

#### **Instructional strategies/activities**

- PS 9 will honor classrooms that demonstrate perfect attendance daily through morning announcements sent throughout the school airwaves.
- 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 3 times in the year before June 2012.
- The PS 9 SBST team will contact parents of students who fall below the targeted 92% attendance rate throughout the year.
- The SBST, Parent Association, Parent Coordinator, Classroom Teachers, APs and Principal will meet periodically, at least three times per year, 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.
- Indicators of progress will include:
  - ARIS attendance reports
  - ATS attendance reports (daily, weekly, monthly)
  - List of students honored for meeting the attendance target

### Strategies to increase parental involvement

- Section II.1 of the PIP: 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.
- Section II.2 of the PIP: 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.
- Section II.3 of the PIP: 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.
- Section II.6 of the PIP: 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:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics 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.
  - 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, 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:

- Collaborating 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.
- 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.
- 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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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. All 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.

For the 2011-12 school year, 99% of our teachers are classified as “Highly Qualified”, with the exception of Ms. Muia, a Physical Education teacher and Mr. Muia, a 1<sup>st</sup> grade teacher. Ms. Muia and Mr. Muia are completing their masters degrees and are expected to be “highly qualified” before the end of the school year. To ensure that current staff become highly qualified, 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 network-wide professional development opportunities to maintain the level of qualification according to current trends.

As stated above, professional development in current “best practices” will continue to be provided to all staff members. The Math Coach, Literacy Coach, Data Coach, and Early Childhood Coordinator deliver professional development to teachers so that they can have a positive impact on

student learning and achievement. AUSSIE Consultants have been hired to provide teachers with strategies for addressing high needs learners, particularly students with IEP's.

#### **Service and program coordination**

- Deliberate programming of AIS and Extended Day, aligns staff and student experience, needs, and ratio to improve academic achievement.
- Back-to-back scheduling of AIS and Extended Day provide greater concentration of instructional time for students.
- Extended school day, twice a week for students performing on Level 1 and 2 on ELA and Math diagnostic and summative assessments.
- Art licensed teacher infuses content areas into the core curriculum.
- Round Table committee by students in school leadership positions to allocate monies raised from school drives based on researched need.
- School-wide Junior Achievement program to mentor and provide high school and career professional role models to PS 9 students
- Parent Volunteers, through Learning Leaders, assigned to students at-risk.
- Community service sponsored by the LINC program will match high school volunteers will mentor and provide academic support to students in grades 2-3.
- A Violence Prevention Program will ensure that at-risk students are targeted to receive additional assistance and extra-curricular activities to support learning and social development.
- After-school and Saturday Academy programs will be offered throughout the year to students in grades 3-5 (primarily targeting Level 1 and 2 students) to ensure that their academic needs are supplemented.
- Extended school year configuration as related to Summer Success Academy offerings for grades 3 through 5 identified students. Regular summer school program for grade 4 identified students.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

##### Goal-Specific Budgeting:

- Title I and Title III funds will be utilized to provide refreshments and materials for parents at assemblies.
- Children First Intensive funds will be used to pay per session to teachers involved in Inquiry Work.

##### Additional Budgeting for Service and Program Coordination:

- FSF, Title I, and Title III funds will be used to pay for teachers who work the After-School and Saturday Academy programs.
- NYSTL monies will be used to purchase academic materials to support students during these After-School and Saturday Academy programs.
- Violence Prevention Funds will be used to pay per session to teacher participating in the Violence Prevention Program.

### ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4**

**We will increase by 5% the number of students in grades 3-5 performing on level 3 or 4 on the 2011-2012 ELA and Math exams.**

#### **Comprehensive needs assessment**

The 2010-2011 NYC Progress Report Card indicates that our school received an overall rating of C. The Progress Report reveals that 33% of students who took the 2011 ELA are performing on a Level 3 or 4. This is an increase from 24% on grade level in the previous year. The median proficiency rate is 2.64 in ELA. This is an increase from our previous years' median proficiency rate of 2.47. Of the students who took the 2011 State Math exam, 45% are performing on a Level 3 or 4. In the previous year, 30% of our students were performing on a Level 3 or 4. The median proficiency rating is 2.94. This is an increase from the previous years' proficiency level of 2.65. The median proficiency rating was 3.48. Though we are classified as a "C" rated school, we have made extensive gains in performance and progress. Yet, our "C" status clearly indicates room for improvement.

Additionally, over the last three years, testing data from NY Start reveals that the gap between English Language Learners (ELLs) and Non-ELLs in English Language Arts and Mathematics is now increasing. Nevertheless, there has been a significant increase in the amount of ELLs receiving Level 3 or 4 on the State Mathematics exam (19% increase) The tables below depict the trends:

#### English Language Arts

<b>Group</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Non-ELLs</b>	<b>68%</b>	<b>40%</b>	<b>43%</b>
<b>ELLs</b>	<b>39%</b>	<b>11%</b>	<b>9%</b>

#### Mathematics:

<b>Group</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Non-ELLs</b>	<b>86%</b>	<b>32%</b>	<b>54%</b>
<b>ELLs</b>	<b>75%</b>	<b>7%</b>	<b>26%</b>

In particular, the largest gap is seen in Literacy. Teachers will need to ensure that best practices are utilized in literacy 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.

A review of the PS 9 2009-2010 New York State School Report Card, the most current available, indicates that the Students with

Disabilities did not make AYP (Annual Yearly Progress) in ELA. Thus, we will continue to add goals aligned to improvement on the ELA on our CEP.

Annual Goal #4 was developed as a direct response to increasing student performance in ELA and Mathematics. Providing teachers with professional development opportunities and support will help them in providing high-quality, rigorous instruction that will help us to achieve this goal.

#### **Instructional strategies/activities**

- Members of the core Inquiry Team (IT) group will recommend strategies for eliminating learning blocks to all teachers at least 3 times per year. 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 throughout the year.
- The Literacy Coach and Math Consultants from the AUSSIE Organization will collaborate with classroom teachers on an individual and grade level basis to provide training on best practices in teaching struggling students, with a focus on children with special needs, ongoing, throughout the year (AUSSIE consultants will provide this support for 15 sessions, each from October through February).
- AIS, Extended Day, and After School (begins October 2011) and Saturday Academy (begins January 2012) programs will be geared towards preparing students for the ELA and Math exams.
- The LINC program will provide one-to-one tutoring on Wednesday afternoons, from 2-3pm until the end of the year.
- Teachers will meet to revise ELA and Math units of study, regularly, to differentiate instruction to serve the needs of all students and to ensure that units are aligned with the new Common Core State Standards, weekly throughout the year.
- Tax Levy Instructional funds will be used to purchase support materials for Extended Day and After-School programs.
- In 2011, 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 and PD offered on this subject monthly, throughout the year.
- Teachers will be asked to reevaluate units of study to ensure that they are meeting the needs of students.
- Indicators of progress will include:
  - 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 and Math examination results

#### **Strategies to increase parental involvement**

- Section II.1 of the PIP: 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.
- Section II.2 of the PIP: 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.

- Section II.3 of the PIP: 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.
- Section II.4 of the PIP: 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.
- Section II.6 of the PIP: 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:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics 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.
  - 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, 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:

- Collaborating 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.
- 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.
- 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.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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. All 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.

For the 2011-12 school year, 99% of our teachers are classified as “Highly Qualified”, with the exception of Ms. Muia, a Physical Education teacher and Mr. Muia, a 1<sup>st</sup> grade teacher. Ms. Muia and Mr. Muia are completing their masters degrees and are expected to be “highly qualified” before the end of the school year. To ensure that current staff become highly qualified, 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 network-wide professional development opportunities to maintain the level of qualification according to current trends.

As stated above, professional development in current “best practices” will continue to be provided to all staff members. The Math Coach, Literacy Coach, Data Coach, and Early Childhood Coordinator deliver professional development to teachers so that they can have a positive impact on student learning and achievement. AUSSIE Consultants have been hired to provide teachers with strategies for addressing high needs learners, particularly students with IEP’s.

### **Service and program coordination**

- Deliberate programming of AIS and Extended Day, aligns staff and student experience, needs, and ratio to improve academic achievement.
- Back-to-back scheduling of AIS and Extended Day provide greater concentration of instructional time for students.
- Extended school day, twice a week for students performing on Level 1 and 2 on ELA and Math diagnostic and summative assessments.
- Art licensed teacher infuses content areas into the core curriculum.
- Round Table committee by students in school leadership positions to allocate monies raised from school drives based on researched need.
- School-wide Junior Achievement program to mentor and provide high school and career professional role models to PS 9 students
- Parent Volunteers, through Learning Leaders, assigned to students at-risk.
- Community service sponsored by the LINC program will match high school volunteers will mentor and provide academic support to students in grades 2-3.
- A Violence Prevention Program will ensure that at-risk students are targeted to receive additional assistance and extra-curricular activities to support learning and social development.
- After-school and Saturday Academy programs will be offered throughout the year to students in grades 3-5 (primarily targeting Level 1 and 2 students) to ensure that their academic needs are supplemented.
- Extended school year configuration as related to Summer Success Academy offerings for grades 3 through 5 identified students. Regular summer school program for grade 4 identified students.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

#### Goal-Specific Budgeting:

- Title I and Title III funds will be utilized to provide professional development training rate for workshops periodically offered after-school.
- Tax-Levy, Title III, and NYSTL funds will be used to purchase materials for Extended Day and After-School programs.
- FSF, Title I, and Title III funds will be used to pay for teachers who work the After-School and Saturday Academy programs.
- Title I Funds will be used to pay for AUSSIE consultants (15 day period x 2 consultants)

#### Additional Budgeting for Service and Program Coordination:

- Violence Prevention Funds will be used to pay per session to teacher participating in the Violence Prevention Program.

**ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

**By June 2012, 80% of students will show progress in using evidence to support arguments across subject areas and grades, through the development of a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.**

**Comprehensive needs assessment**

The 2010-2011 NYC Progress Report Card indicates that our school received an overall rating of C. The Progress Report reveals that 33% of students who took the 2011 ELA are performing on a Level 3 or 4. This is an increase from 24% on grade level in the previous year. The median proficiency rate is 2.64 in ELA. This is an increase from our previous years' median proficiency rate of 2.47. Of the students who took the 2011 State Math exam, 45% are performing on a Level 3 or 4. In the previous year, 30% of our students were performing on a Level 3 or 4. The median proficiency rating is 2.94. This is an increase from the previous years' proficiency level of 2.65. The median proficiency rating was 3.48. Though we are classified as a "C" rated school, we have made extensive gains in performance and progress. Yet, our "C" status clearly indicates room for improvement.

Additionally, over the last three years, testing data from NY Start reveals that the gap between English Language Learners (ELLs) and Non-ELLs in English Language Arts and Mathematics is now increasing. Nevertheless, there has been a significant increase in the amount of ELLs receiving Level 3 or 4 on the State Mathematics exam (19% increase) The tables below depict the trends:

English Language Arts

<b>Group</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Non-ELLs</b>	<b>68%</b>	<b>40%</b>	<b>43%</b>
<b>ELLs</b>	<b>39%</b>	<b>11%</b>	<b>9%</b>

Mathematics:

<b>Group</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Non-ELLs</b>	<b>86%</b>	<b>32%</b>	<b>54%</b>
<b>ELLs</b>	<b>75%</b>	<b>7%</b>	<b>26%</b>

In particular, the largest gap is seen in Literacy. Teachers will need to ensure that best practices are utilized in literacy 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.

Annual Goal #5 was developed as a response to increasing student performance in ELA and Mathematics and in response to the City-wide Expectations for implementing Common Core standards. A unit of study that is rigorous and aligned to the Common Core standards will help to ensure that students perform at higher academic levels.

#### **Instructional strategies/activities**

- A Vertical Planning Team will meet monthly to review Common Core standards in literacy to understand standards at and across grade levels. They will also work together as a peer review body to ensure that lessons are grade appropriate, that they address the standards, and that they support knowledge and skills necessary for success in upcoming grades. The Vertical Team will consist of at least one representative from each grade, an ELL Specialist, Math Coach, Literacy Coach, Data Specialist, and Special Education teacher.
- Representatives from the Vertical Planning Team will work with lead teachers in their own grades to develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments in December 2011 and January 2012.
- Teachers will meet weekly in grade level teams to assess student work and plan lessons that demand evidence to support a claim ongoing, throughout the year.
- Teachers will meet in grade level teams to develop a rubric to assess the use of evidence to support a claim by January 2012.
- Teachers will use Curriculum Framer, our school's on-line storage for units of study to upload drafts, revisions, and final versions of the unit of study in literacy for each grade.
- Budget permitting, Vertical Team members will meet after school periodically to move the work forward.
- Teachers will meet to analyze student work on Thursdays.
- The prep schedules will allow for teachers to meet as grade level teams.
- Indicators of progress will include:
  - 80% of students will move up at least one level in the "use evidence" area of the rubric developed by teachers (comparison of pre-assessment to post-assessment).
  - Teacher-developed unit of study in literacy aligned to the Common Core, including tasks, activities, and rubrics.

#### **Strategies to increase parental involvement**

- Section II.1 of the PIP: 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.
- Section II.2 of the PIP: 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.
- Section II.3 of the PIP: 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.

- Section II.6 of the PIP: 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:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics 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.
  - 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, 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:
    - Collaborating 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.
  - 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.

- 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.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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. All 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.

For the 2011-12 school year, 99% of our teachers are classified as “Highly Qualified”, with the exception of Ms. Muia, a Physical Education teacher and Mr. Muia, a 1<sup>st</sup> grade teacher. Ms. Muia and Mr. Muia are completing their masters degrees and are expected to be “highly qualified” before the end of the school year. To ensure that current staff become highly qualified, 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 network-wide professional development opportunities to maintain the level of qualification according to current trends.

As stated above, professional development in current “best practices” will continue to be provided to all staff members. The Math Coach, Literacy Coach, Data Coach, and Early Childhood Coordinator deliver professional development to teachers so that they can have a positive impact on student learning and achievement. AUSSIE Consultants have been hired to provide teachers with strategies for addressing high needs learners, particularly students with IEP’s.

### **Service and program coordination**

- Deliberate programming of AIS and Extended Day, aligns staff and student experience, needs, and ratio to improve academic achievement.
- Back-to-back scheduling of AIS and Extended Day provide greater concentration of instructional time for students.
- Extended school day, twice a week for students performing on Level 1 and 2 on ELA and Math diagnostic and summative assessments.
- Art licensed teacher infuses content areas into the core curriculum.
- Round Table committee by students in school leadership positions to allocate monies raised from school drives based on researched need.
- School-wide Junior Achievement program to mentor and provide high school and career professional role models to PS 9 students
- Parent Volunteers, through Learning Leaders, assigned to students at-risk.

- Community service sponsored by the LINC program will match high school volunteers will mentor and provide academic support to students in grades 2-3.
- A Violence Prevention Program will ensure that at-risk students are targeted to receive additional assistance and extra-curricular activities to support learning and social development.
- After-school and Saturday Academy programs will be offered throughout the year to students in grades 3-5 (primarily targeting Level 1 and 2 students) to ensure that their academic needs are supplemented.
- Extended school year configuration as related to Summer Success Academy offerings for grades 3 through 5 identified students. Regular summer school program for grade 4 identified students.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

#### Goal-Specific Budgeting:

- Title I and Title III funds will be utilized to provide professional development training rate for workshops periodically offered after-school.
- Title I monies will be used to purchase 6 licenses (one for each grade) for the Curriculum Framer interactive site.

#### Additional Budgeting for Service and Program Coordination:

- FSF, Title I, and Title III funds will be used to pay for teachers who work the After-School and Saturday Academy programs.
- NYSTL monies will be used to purchase academic materials to support students during these After-School and Saturday Academy programs.
- Violence Prevention Funds will be used to pay per session to teacher participating in the Violence Prevention Program.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	118	118	N/A	N/A	4	2	2	20
<b>1</b>	92	92	N/A	N/A	8	4	4	30
<b>2</b>	122	122	N/A	N/A	7	3	6	29
<b>3</b>	127	127	N/A	N/A	8	2	5	21
<b>4</b>	136	136	136	136	10	3	1	14
<b>5</b>	109	109	109	109	2	0	1	10
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	A variety of Academic Intervention Services (AIS) programs are being used, dependent upon the type of literary need a student requires: Houghton Mifflin Learning Village, Avenues, Academic Workout, and Wilson are examples of research based programs used. We have also added CARS/STARS, a Continental Press publication that supports reading and writing development. All programs are small group services. Additional Tier I interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction. Additionally, PS 9's teacher teams and core Inquiry Team 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.
<b>Mathematics</b>	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.
<b>Science</b>	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. In addition, the science room has been transformed into a science lab, equipped with science tables, and technical tools. Insects, reptiles, and mammals abound in the science lab for children to observe and draw conclusions. The school's acquired FOSS science units of study supplement science learning.

<b>Social Studies</b>	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 in social studies are also cycled into the AIS program.
<b>At-risk Services provided by the Guidance Counselor</b>	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 partake 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.
<b>At-risk Services provided by the School Psychologist</b>	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.
<b>At-risk Services provided by the Social Worker</b>	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 another-than urban environment. The social worker maintains frequent communication with the guidance counselor and administration to ensure an alignment of services.
<b>At-risk Health-related Services</b>	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

	<p>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>
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**THE PARENT INVOLVEMENT POLICY (PIP) WITH SCHOOL-PARENT COMPACT**  
**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. 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 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.
  
- 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:
  - Collaborating 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:

- 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 School-Parent Compact. This policy was adopted by PS 9 on October 1, 2008 and will be in effect for the period of the 2011-2012 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2011.

Principal: Jacqueline Bailey

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 10X009

**School Name:** The Ryer Avenue Elementary School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1    Improvement Year 2    Corrective Action Year 1    Corrective Action Year 2  
 Restructuring Year 1    Restructuring Year 2    Restructuring Advanced

**Category:**    Basic    Focused    Comprehensive

**Intervention:**    School Quality Review (SQR)    External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)    Not Required for 2011-2012

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### Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Targeted group: 325 for English Language Arts for students with disability and limited English proficiency

Recommendations from our 2010-2011 Quality Review directly related to the academic improvement of students with special needs and students with limited English proficiency include:

- The curriculum team meets regularly to carefully review plans and develop school wide goals. However goals lack quantifiable interim checkpoints to monitor progress. As a result, not all students made adequate progress as evidenced on the Progress Report.
- Extend the current systems for aggregating and organizing school-wide and classroom data to consistently include key subgroups.
- All teachers should receive training to analyze and use data more effectively. However, they do not consistently use key subgroup data to change teacher practice in order to impact positively on student outcomes for relevant subgroups.
- School leaders use ARIS, formative and summative assessments to track some trends in student performance. However, the practice of tracking student subgroup data is not fully developed. Consequently, the impact on programmatic and curricular decisions is based on student trends overall and not specifically to student subgroups.

Additional QR recommendations include:

- Enhancing efforts to involve and communicate with parents in order to better engage them in their children's learning leading to increased student achievement and attendance.
- Making valuable use of the parent coordinator in providing training and workshops, in addition to sharing information on attendance and the use of data tools such as ARIS.

- Review the use of data to further increase teachers' goal setting process with students to include measurable and differentiated goals in order to help them understand their next learning steps and accelerate their progress.
  - Teachers should maintain authentic student work in student portfolios.
  - Teacher teams should meet consistently to analyze classroom data and plan differentiated support for targeted students.
  - Teachers will improve strategic monitoring by setting interim checkpoint goals to periodically evaluate the progress towards reaching the school's long term goals.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Students with disabilities and with limited English proficiency will be invited to attend Academic After-school and Saturday Academy where we will focus on improving vocabulary, fluency and writing skills.
  - Parents will be informed regularly of student's progress and any modification in the program in order to provide student needs.
  - Parents will be invited to attend workshops on how to better support the children in this work.
  - All teachers will analyze student data and use data to inform instruction. The school will establish benchmarks at every grade level in order to ascertain student progress or lack thereof.
- 

### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.
- All teachers who teach students with disabilities and students with limited English skills will be provided with professional development opportunities.
  - Network Coach will work with teachers of students with disability and English Language Learners
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- Classroom inter-visitations will be organized to share best practices.
  - Planning Time and grade level meetings will be planned to ensure that teachers are reviewing and analyzing student data.
  - Walkthrough and adequate feedback will help teachers to improve their effectiveness in the classroom.
  - Coaching will be offered to all teachers with students with disabilities and limited English proficiency.
  - Mentoring will be offered to new teachers and teachers of with disabilities and limited English proficiency
  - Professional Development focusing on topics related to English Language Arts, students with special needs, and ELLs will be offered to all teachers (with particular attention to teachers of focus group students.)

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.
  - Letters will be sent home to inform parents of our SINI status.
  - School leadership team will include the school's identification on the next SLT meeting in December 2011.
  - Parent-teacher meetings will inform parents of the school's status.
  - Breakfast with the principal will be used as another opportunity to communicate with parents.
  - Notification to parents through PS9 online will target parents unable to participate in person.
  - All letters will be translated according to the needs of the student population.
  - All parents will be provided with translators as needed.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Renardo Wright</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>009</b>
School Name <b>Ryer Avenue Elementary</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Jacqueline Bailey</b>	Assistant Principal <b>Lorraine Tsang/Martha Embola</b>
Coach <b>Kattia Cuba</b>	Coach <b>Janet Allen</b>
ESL Teacher <b>Margorzata Trojnar Lancut</b>	Guidance Counselor <b>Ricardo Mendez</b>
Teacher/Subject Area <b>Fanny Morfe/Bilingual CB</b>	Parent <b>Evelyn Rivera</b>
Teacher/Subject Area <b>Otilia Ugalde/Bilingual CB</b>	Parent Coordinator <b>Mara Linda Resto</b>
Related Service Provider <b>Ana Rodriguez</b>	Other <b>Matilda Peralta</b>
Network Leader <b>Renado Wright</b>	Other <b>Kattia Cuba</b>

### C. 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	<b>3</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>738</b>	Total Number of ELLs	<b>210</b>	ELLs as share of total student population (%)	<b>28.46%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. The initial process in the identification of an English Language Learner (ELL) at PS 9 is the completion of the Home Language Identification Survey (HLIS) by the parent of a newly admitted student to a school in the New York City Department of Education. The Pupil Accounting Secretary will conduct the initial screening which is to determine if the child is a transfer or new admit to the NYC public schools.

If the student is a new admit, the Pupil Accounting Secretary will notify one of our two ESL teachers, as licensed and trained pedagogues in ESL, to administer the HLIS to the parent. Since the predominant languages of families enrolled at PS 9 is English and Spanish, the HLIS is readily available for use. Also on hand at PS 9 are the additional languages that the DOE provides HLIS availability: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, and Urdu. If the parent speaks another language than those available in print by the DOE, translation and interpretation services for parents may be acquired through the Translation and Interpretation Unit of the DOE. The HLIS is completed with the parent, along with a brief informal interview of the child to confirm parent responses on the HLIS.

If the parent indicates that the home language is English, and it is determined that the student's only language is English, the identification process stops. If it is determined that the home language is one other than English, then the process will continue which means that the HLIS and a brief informal interview to ensure that there is an alignment between language information provided on the HLIS and the dominant spoken language at home. If it is determined that the student speaks little, or no English, then the LAB-R will be administered to the student. Administration of the LAB-R must take place within 10 days of student enrollment. In the meantime, until it can be determined to which placement the student belongs, the default instructional placement is the transitional bilingual class.

Our school makes every effort to assess a student on his initial date of enrollment. The results on the language proficiency test will determine placement. If the student scores at or above proficiency, it is determined that the student is not an ELL. If the student scores at or below DOE cut scores, the student is entitled to ELL servicing. The assessment used to assess a Spanish speaking ELL is the Spanish LAB. The LAB-R assessment determines an ELL student's entitlement. Accordingly, if a student scores at or below proficiency, he is identified as an ELL. The assessment is hand scored by the ESL teachers, and submitted to the regional assessment office on scheduled dates for LAB test submission. The student is placed in an ELL setting within 10 days. Home language information, noted on the HLIS, is recorded on ATS by the Pupil Accounting Secretary.

If it is determined by the Pupil Accounting Secretary that the student is a transfer from another school, upon which an OSIS would exist in ATS, this would allow her to generate a RHSP (Student Historical Profile Report.) The RHSP provides crucial information in the identification of an ELL student previously enrolled in a NYC public school. Our school is able to ascertain an enrollment history which lists previous schools that the child was enrolled. Exam history is indicated, within which results of the NYSESLAT and

LAB/LAB-R would be reported. Most important is history on the BESIS which indicates if the student is an ELL receiving ESL or Bilingual Class services. All the while, cross checking home language information to confirm ELL or non-ELL status. If it is determined that the student is an ELL from a school system other than the NYCDOE, the ESL teachers will contact the sending school to obtain a copy of NYSESLAT history.

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

The Assistant Principal who supervises all processes for ELLs ensures that all ELL identified students are scheduled to take the NYSESLAT exam. **This school serves the following grades (includes ELLs and EPs)**  K  1  2  3  4  5  6  7  8  9  10  11  12. The exam is administered during the testing window to ensure that students who are not present for portions of the exam complete the session. Check all that apply. Students are provided with NYSESLAT results as soon as they become available in late summer/early fall, when the administration is able to access the data. The use of data ensures the alignment between student needs and instructional practice.

Students' ELL status is evaluated based on levels of acquired proficiency. The data is further studied to examine trends in growth pattern, and language modality of greatest need. If the student is on a testing grade, grades 3 through 5, comparative data will inform differentiated instruction in ELA, math, and science. The ELL Assistant Principal, who is also the Testing Coordinator, will analyze the data along with the Literacy Coach and Data Specialist. The administrative cabinet, to include the principal and two assistant principals, and extended cabinet which also comprises the Early Childhood Coordinator, and Technology Specialist and Math Specialist will inform analysis as well. Interim assessments in ELA and Math, and those designed specifically for ELLs, provide additional information to guide instructional services. The ELL assistant principal is also available to administer the HLIS should the ESL teachers be unavailable at the time.

ELLs are assessed annually on the NYSESLAT exam, which evaluates student performance and progress on four language modalities: listening, speaking, reading, and writing. As soon as results become available, data and trends, thereof are studied by both the Literacy Coach/Data Specialist, and ELL assistant principal. The RLAT is generated from ATS. Attachment F of the NYS "NYSESLAT Scales Score Ranges for Determining English Proficiency" is used to equate raw to scale scores. The ELL assistant principal produces individual class reports to distribute and review NYSESLAT results with teachers.

NYSESLAT data is examined on many different levels. The number of students who have gained English language proficiency is the first level of study. This information is important to the placement of the former ELL student in his/her new class since NYSESLAT results are released in late summer before the new academic year begins. Parents are notified via a discontinuance of service letter, but students are still entitled to ELL support up to two years after having received the proficiency rating. NYSESLAT data is also reviewed for overall ELL identified-status according to the data which would place students at beginner, intermediate, or advanced levels. This information is crucial to the servicing of the ELL as related to required number of minutes of instruction. Scheduling students in the free-standing ESL program is dependent on this information. A further examination of how students fared within each language modality is looked at to determine if programmatic changes must be modified by the administration. For example, if the data shows that a cross section of students have fared poorly in writing achievement, then it may become necessary for a shift in focus to writing instruction that is supported by the professional development of teachers, and purchase of materials to achieve this goal. The data is further disaggregated to tell more. Students' NYSESLAT data is examined for trends in progress through the years of NYSESLAT test taking. If a lack of progress, or a regression of language attainment based on test results exists, then a closer look at who this student is will be taken. The student's attendance taken into consideration, including any familial, social, or emotional factors that may impact student performance. Teacher effectiveness will be taken into consideration, as well as the presence of learning impediments that may cause the student to demonstrate a ceiling in language achievement. The data is communicated with the teacher and parent, and as appropriate, with the student who will understand where his learning focus needs to be.

The person responsible to ensure that all who are eligible to take the spring NYSESLAT exam are administered the assessment is the ELL assistant principal, who is also the testing coordinator. All components of the NYSESLAT are administered to students within the window of testing according to the NYCDOE announced dates. Students who are absent for portions of the exam are picked up for testing within the make-up periods. Teachers who are involved in giving the test to students receive professional development prior to

the administration period. It is ensured that all teachers are familiar with the testing process, and have the appropriate materials, such as a DVD player to use for the listening portion at specific grades. The ELL assistant principal is also responsible for ensuring that continuance and discontinuance letters are distributed to parents. The RLAT is used to determine student eligibility, the RLER to ensure that the LAB is rightly administered, and the RHSP with exam and BESIS history to confirm and ensure that all indicators are aligned.

2. The following procedure ensures that parents of newly admitted ELL students are informed in the placement procedure of their child. Parents receive an invitation to attend a Parent Orientation for ELL students where two ESL teachers, who are ESL licensed, are present to lead the session. The ESL teachers have been involved in screening and identification of ELL students to PS 9. They are familiar with parent orientation procedures and are able to respond to parents' questions in regard to ELL identification and placement. The ELL assistant principal will attend parent orientations as best possible to assist in facilitating these sessions. Scheduled at times to capitalize on parent attendance, at the beginning and end of the school day, room set-up provides a digital connection to the NYCDOE site where the Parent Orientation video can be accessed from the ELL Parent Information Case, (EPIC.). Parent Orientations are scheduled at many other times that will be noted below. Orientations are scheduled at numerous other times during the academic year, scheduled in relation to required compliance. The ELL teachers provide a brief introduction to the session in two languages, English and Spanish, the predominant languages of the school. The teachers will scroll to the language of the audience, languages listed above in Item #1, to begin the Chancellor's message to parents on ELL instructional placement. If a parent's home language is other than Spanish, the school will arrange to meet with this parent to view the parent video in one of the other DOE provided languages. If the home language is other than a DOE provided language, the the Translation and Interpretation office may be contacted to assist the school and parent. At PS 9, this category of parent is often accompanied by a friend or family member who can provide on-the-spot translation for him.

The "Orientation Video for Parents of English Language Learners" is begun. Parents who have clarifying questions will direct them to the teachers, who will respond to questions objectively, leaving parent choice options to the parent. The informed choice between transitional bilingual, dual language, or free-standing ESL program will be made by the parent. Parents will complete the Parent Survey, and upon careful, informed decision making, the Program Selection Form.

In regard to the timeline and frequency for this process, in September when new school enrollment is at its peak, several Parent Orientation Meetings are held. Morning and afternoon sessions are scheduled, as well as one during Meet the Teacher Night which is usually in the third week of school. These meetings are scheduled intermittently throughout the school year. Large group Parent Orientation Meetings are also scheduled during afternoon and evening parent conferences. Sometimes, Parent Orientation Meetings are scheduled to coincide with Breakfast with the Principal mornings. Frequency will be based on the number of parents who must go through this process. The ESL teachers will also meet with parents during the registration process, following administration of the LAB-R, when it will be determined if the student is an ELL. During this one-to-one meeting, the video will be displayed on a laptop with the same procedure for Parent Survey and Program Selection Form completion, if this is the case. If a parent requests to see a model of transitional bilingual or free-standing ESL instruction, this arrangement will be made.

Continued outreach is made to families who do not respond to the initial letter of invitation to the Parent Orientation Meeting. Multiple letters will be sent with the child, via the United States Postal Service, and phone messaging. ESL teachers will also attempt to make contact with the parent at morning line-up, and dismissal. In the end, the default placement is the transitional bilingual program should home contact not be made.

Parents who select the Dual Language model are provided with a list of schools that offer the program since PS 9 does not offer this program of choice. Parents are informed that PS9 offers only the transitional bilingual, and free-standing ESL program. A running list of parents who request transitional bilingual programs in languages other than Spanish is maintained. If 15 or more students in two contiguous grades request a transitional bilingual program not currently offered by our school, then a new class in the new language will be formed.

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

3. The assistant principal responsible for supervising ELL programs and services, in compliance with LAP procedures, ensures that entitlement letters are completed and distributed to students who require them. Continuation of entitlement letters are distributed to

students who have taken the previous spring's NYSESLAT exam, and who have not scored at the level of proficiency. Entitlement letters for students deemed eligible according to the LAB-R are also distributed to students based on LAB cut scores that are announced each fall by the citywide assessment division. Records of these documents are maintained in a binder. A record of letters of invitation to the Parent Orientation is kept as well. The school maintains a separate record of the types, and numbers of times parent outreach has been made, as described above. Students' homeroom teachers are informed of the process and assist to facilitate face-to-face meetings with parents. Students are placed in the default program of choice, as stipulated by CR 154, if a form is not received from the parent. Every effort is made to engage the parent in the decision making process of program selection. The procedure for return of a PSF is that a copy of the dated letter with a date of return is made for file. The school has initiated the process of digital scanning of these documents to an electronic file. An effort is made to maintain a paper and electronic file of ELL documentation.

4. Criteria used to place a student in a transitional bilingual or free-standing ESL program is based on assessment. The HLS provides the initial information, as well as information gained via the informal interview as the parent and child respond to different questions selected from a menu of questions compiled by the ESL teachers. Assessment results on the LAB, LAB-R, and NYSESLAT provide information based on benchmarks for each test. ESL teachers, along with the principal, assistant principals, transitional bilingual program teachers, and the parent also inform decision making. Once placement has been established, the assistant principal ensures that ATS data is aligned with class placement. The family is escorted to the classroom by the administration, parent coordinator, ESL teacher, or other informed staff.

As the ELL student matures in the NYC education system, more information becomes available to share with parents on their children's progress in school. Data from standardized tests, such as the ELL interim assessments, ELA and math interim assessments, ECLAS, EL SOL, DRA, and NYS ELA, math, and science tests becomes available. In year-two of the Estrellita pilot, benchmark assessments, and growth in native language fluency is also available. This compilation of data is shared with parents in their native language, as well as qualitative data gathered from day-to-day classroom performance.

The administration, literacy coach/data specialist, early childhood coordinator, and technology/math specialist work in concert with each other to evaluate the data. Trends in data are identified, to be addressed through supervisory, instructional, and programmatic planning for ELL servicing.

5. The record of Parent Survey and Parent Selection Forms show that placement of newly arrived students to the NYC school system has been in the transitional bilingual program. This has been by parent choice.

There are 118 students whose parents have opted for the transitional bilingual program. This comprises 15.9% of the student population at PS 9. The remaining 111 ELL identified students are enrolled in the free-standing ESL program at our school. This composites 30.1% of the PS 9 population for a total of 229 ELL identified at the school. There has been an increasing number of students from various African nations with a home language other than English, but not a common language to call for the formation of one African language class. There has also been an increase in the number of children who speak Arabic, but far from the total of 15 in two contiguous grades to require the formation of a new bilingual class. Home languages represented are Albanian, Mandinka, (Mandingo,) Seneca, Sonike, Wolof, Akan, Twi, and Afrikaans. If enrolled in a testing grade and eligible to take a NYS standardized test, based on English proficiency beyond year one, translators of languages other than those DOE provided translations, are contracted.

6. Parent requests for ELL instructional programs have been in alignment with placement decisions. 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 a range of PS 9 staff, including the Parent Coordinator, who are welcoming and able to speak the family's home language. The 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 desire for greater supports, or changes in academic programs for their children. These are addressed by the school.

The school is well aware of the third program choice that is not available at PS 9. The school is cognizant of the number of requests for a dual language program, though this has been few in number. Trends in parents' ELL program choice are reviewed annually to determine if restructuring is necessary. PS 9 has made a deliberate effort to administratively structure ELL services to better support students. For example, this year we have a second grade free-standing ESL class, instructed by a dually licensed teacher, who is able to differentiate well for her students. Free-standing ESL students on other grades are also clustered so that push-in services can better support classroom instruction. Push-in programs, favored by research and practice, are scheduled to the greatest extent possible in

consideration of the number and type of student to be served and the required number of minutes for servicing. Situational factors also affect programming.

## 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●

### This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	1	1	1	1	0	0	0	0	0	0	0	7
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>			1			0	0	0	0	0	0	0	0	1
<b>Push-In</b>	11	8	7	14	19	8								67
<b>Total</b>	13	9	9	15	20	9	0	0	0	0	0	0	0	75

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	210	Newcomers (ELLs receiving service 0-3 years)	159	Special Education	13
SIFE	7	ELLs receiving service 4-6 years	51	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	98			11						109

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	61		3	32		8				93
Total	159	0	3	43	0	8	0	0	0	202
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
Spanish	23	10	18	22	15	21	0	0	0	0	0	0	0	109
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
<b>TOTAL</b>	<b>23</b>	<b>10</b>	<b>18</b>	<b>22</b>	<b>15</b>	<b>21</b>	<b>0</b>	<b>109</b>						

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	11	4	22	4	23	17								81
Chinese														0
Russian														0
Bengali				2										2
Urdu														0
Arabic		1	1			1								3
Haitian														0
French	2													2
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	1	3		1	2	4								11
<b>TOTAL</b>	<b>14</b>	<b>8</b>	<b>23</b>	<b>7</b>	<b>26</b>	<b>22</b>	<b>0</b>	<b>100</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1a. Organizational models to meet the needs of PS 9 ELLs are two-fold. We have a transitional bilingual program model at each grade, from kindergarten through fifth grades, instructed by a licensed Spanish bilingual teacher. Another model of instruction is the free-standing ESL program conducted by two licensed ESL teachers. The ESL program is a push-in program, with pull-out services for students. Because of the required number of minutes of required instruction and the number and type of ELL student, it is difficult to schedule push-in services across the grades. All students are serviced according to the required number of minutes of servicing for ELLs according to beginner, intermediate, or advanced standings on the NYSESLAT..

1b. Program models are instructionally heterogeneous in transitional bilingual and free-standing ESL programs. Transitional bilingual classes are homogenous only according to program type selected by the parent: transitional Spanish bilingual. Students travel together to specialist classes in a block. Even the self-contained free-standing ESL class on grade 2, and clusters of this category of student across the grades is heterogenous, block assigned according to type of program. Within each group of students described above is an array of proficiency levels based on NYSESLAT, LAB, or LAB-R standing. As best able, ESL teachers service students in grade clusters: K - 2, and 3 - 5, for example. Both teachers spend a great deal of time planning alone, with each other as an ESL teaching unit, and with each homeroom teacher in order to align instruction according to the common core standards for attainment. Beginner and intermediate students are grouped to receive 360 minutes of weekly instruction. Advanced students are grouped similarly for 180 minutes of instruction. Students who have attained proficiency on the NYSESLAT continue to receive instructional support from a variety of teachers. In some instructional groups, there will be mixed age and language ability students together.

2a. As per Part 154, the administration ensures that all ELL students receive the required number of minutes according to ESL, ELA, and native language arts instruction in TBE and ESL programs. Each teacher responsible for her instructional group works diligently with required blocks of instruction, and daily schedules to provide continuous instruction within each content area. That is, uninterrupted time which is not punctuated by specialist and extracurricular programming. TBE teachers work with individual class programming. ESL teachers work with grade level and individual class scheduling to structure an uninterrupted instructional time for students. The ESL component in TBE classes is scheduled within math and literacy, and across all content areas of instruction. Common instructional periods across each grade allow teachers to plan together. All minutes required for students' free-standing ESL classes have been scheduled according to students' levels in speaking reading, writing, and listening on NYSESLAT performance. All teachers are careful to calculate required time in this regard. Native Language Arts (NLA) instruction in TBE classes varies depending on English language proficiency

## A. Programming and Scheduling Information

levels. For students at the Beginning level, NLA is scheduled at 60 - 90 minutes per day. Intermediate students receive 45-60 minutes of NLA daily. Finally, Advanced students receive 45 minutes of NLA each day. The teacher ensures that these blocks of time are scheduled into the day. The balance of instruction in the literacy workshop block is allotted to ELA instruction.

3. Each program model provides that instruction in the content areas is delivered. In TBE classes, the language of instruction is Spanish. In free-standing ESL classes, the teacher instructs in English. A description of instructional approaches and methods to attain instruction and enrichment follows.

Instruction in free-standing ESL classes is delivered via immersion. Students learn by using all 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 English speaking classmates as they practice and develop an enriched language. Students engage in Total Physical Response (TPR,) to teacher directives, and employ facial and other 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 acquire and demonstrate learning. The science specialist teacher has developed a science laboratory with living things; plants and animals. The annual Science Fair is an event that students prepare for, and look forward to. Students are engaged in a number of activities that benefit various community groups as they participate in student council programs. Specially funded programs, such as LEAP, which brings teaching artists to the school, assists in content area learning.

Instruction is differentiated for students on many levels. For language instruction, students are grouped according to NYSESLAT attained benchmarks. Within the NYSESLAT, the teacher is further able to use performance data in each modality to group for instruction. For literacy, a variety of data is used for grouping, such as ELA, math, and DRA scores. Interim assessments, informal interviews, conferencing notes, and other informal data informs how a teacher will differentiate for instruction. Within each content area to include mathematics, students may be grouped similarly or differently according to academic needs. In early childhood classes, the content areas are subsumed under thematic instruction. Content area instruction becomes more specialized as the student moves through the upper grades. There is a great deal of collaboration between ESL and monolingual class teachers of students in their programs. ESL and TBE teachers also work with each other to implement the best practices for language learning. This year, Curriculum Framer, a living document to align core curriculum standards with units of study, broken down to a sequence of individual lessons within a unit, assists teachers greatly. This tool by the Developmental Reading Center enables teachers to identify teaching points even more specifically to address standards to be achieved.

PS 9 is also in year two of a partnership between the NYCDOE Office of ELLs and Harcourt/Houghton Mifflin. The project, entitled Learning Village, is a technology based resource for teachers and students. The "NYSLVOELL Site Redesign" provides direct links to "Landing Pages" of curriculum resources, NY Common Core Standards in ELA and Math, Cross Functional Resources, like graphic organizers and e-Glossaries, a Teacher Toolbox with an interactive whiteboard, and a parent link. With enhancements this year, teachers are able to access a minimum of 12 Houghton Mifflin product lines that include Destination Reading and Math. Social Studies and Science resources are available for the teacher and student. Each student is assigned a username and password to access a range of resources that include leveled readers, audio and text connections, non-fiction and fiction counterparts, and content area links. The username/password list is updated every two weeks via ATS automated processing to provide for new ELL and other admits. In Science, teachers can draw from the Picture Bank Card. Virtual experiments can be experienced through Science Builder and Science Up Close, a Harcourt supplemental. ESL strategies are present in the instructional component, such as scaffolding with support(s) removed as differentiation is applied. Graphic organizers that are ELL-research supported are present. Teachers can also customize instruction for students by selecting items and activities based on differentiated needs.

Through this "Centralized OELL NYC Network for Educating Collaboratively through Technology" partnership, teachers can also collaborate and share instructional tools through the Learning Village Connect Design with other teachers. There are video tutorials for teachers to view instructional practice. There is also a place for teachers to upload best practices to share on the NYC Teacher Connection link. In this way, more than 60 schools city-wide can share practices that support ELL learning. E-glossaries is the link to the New York State Education Department for multi-lingual glossaries by language in each content and subject area. Leveled readers are according to Fountas & Pinnell, DRA, and Lexile standards. Destinations Reading has a teacher tutorial on the Lexile Benchmark system. There is also a parent component, "Especially for Parents," that has links to Bookmarks, Parent & Family Resources, and Parent Workshops. ESL and TBE teachers received a year of professional support from LV consultants through professional development sessions for teachers, and in

## A. Programming and Scheduling Information

classroom support through modeled instruction and guided technology work. This is expected to continue this year.

4. How students fare in their native language is addressed and assessed in different ways. In grades K - 2, we have the opportunity of Estrellita, a native language literacy development program. We have been fortunate to participate in this year-two pilot from the citywide central division of ELLs. Initiated last spring, teachers in the early grades progress through a program of assessment and instruction that places students through Sonidos Iniciales Assessments. Students progress through "Silabas," to "Oraciones," and "Palabras" of all vowel letters and combinations therein. A regular course of study with prescribed chants, activites, and games takes place on a daily basis. A parent component allows for the home-school connect as parents practice with their children through some of the same activities. Students are moved from segement to segment as periodic assessments inform differentiation practices.

The program is also available to upper grade students who lack basic native language literacy skills. Upper grade TBE teachers and Estrellita teachers collaborate to ensure that upper grade students join the Estrellita instructional period and follow through with independent practice apart from the grade 2 TBE Estrellita program. Since research shows the relationship between native language fluency and English language development, PS 9 sees this is an important gap to be addressed. Estrellita has offered on and off-site professional support for teachers in order that program implementation is fluid. We have also offered TBE teachers a common planning time to ensure that collaboration and cooperation exists among teachers. Teachers work together to plan and prepare materials for use in an Estrellita center in their rooms. Our school based, Estrellita liaison shares practices, strategies, and information with her colleagues. The teacher-liaison has also worked with the Literacy Coach/Data Specialist to facilitate the program.

Additionally, PS 9 has used EL SOL as an assessment piece which informs native language and English literacy planning for instruction. TBE teachers also develop teacher-made assessments to gauge student progress and understanding in the native language.

5a. The educational plan for our SIFE students involves the community of parents, children, and staff in our school. Students frequently return to PS 9 after a period of absence. Since it is a practice at our school to know all of our students, this vested interest serves SIFE students well. Teachers frequently communicate with each other about current and former students. Dialogue about students' academic, social, and emotional well being and needs are discussed. We discuss what we know about a student's family history, as applicable to truly differentiating for our students. We track quantitative data, and evaluate what it shows. Sometimes, teachers work with students before the school day begins, during the lunchtime when a special teacher/student period exists, and after school, participating in the Title III funded program. Ensuring that parents understand the importance of school attendance and participation, we encourage SIFE students to participate in academic programs during recess weeks, and Saturday Academy in the weeks of pre-testing that builds up to spring testing. Establishing the rapport with parents, and creating ways for them to participate in learning with their children adds to more support for the student. The sense of community is important in receiving the student back to his home school.

5b. Newcomers to the NYC public schools with fewer than three years of enrollment, are cared for in the following ways at PS 9. As described for SIFE students, establishing the relationship between home and school is important. Everyone is involved, even School Safety officers who are the first face of who we are at PS 9. The administration, school aides, secretaries, parent coordinator, ESL teacher during the HLS, classroom and specialist teacher, all are involved in supporting the newcomer. Transitioning the newcomer into American culture with influences of the student's native culture is taken on by all those named above. Bilingual staff greatly assists in this effort. As for academic support, Estrellita as described above, serves to build native language literacy skills. Teachers will differentiate for students across the English language spectrum. Buddy students are assigned to familiarize students with their new environment. We take care to learn the names of as many students as possible, and if we are unable, we attend to something unique about the student, to remember the

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
As for the NCLB requirement of testing ELL students, students who are enrolled in an English language school system for one year or less, are exempt for testing. The cut date is announced by the New York State Education Department, and followed accordingly. The administration ensures that the education history of a student is known to inform this decision. Students enrolled in an ELSS for one year or more are identified for testing during the NYS assessment.	Students who are identified for testing during the NYS assessment are identified for testing during the NYS assessment.
assessed on standardized tests. TBE teachers can also use NYSESLAT data which tells which language modality needs address in order to meet proficiency. These students participate in Extended Day, After-School, Saturday Academy, and recess sessions instructed by a TBE	Students who are identified for testing during the NYS assessment are identified for testing during the NYS assessment.
	Dual Language
	Students who are identified for testing during the NYS assessment are identified for testing during the NYS assessment.
	Freestanding ESL
	Students who are identified for testing during the NYS assessment are identified for testing during the NYS assessment.

## A. Programming and Scheduling Information

teacher who is familiar with ELL strategies and approaches. A second team teacher with Common Branches licensing may be available to instruct students in the same room.

## B. Programming and Scheduling Information--Continued

8. 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.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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A Title III funded after school program twice weekly by licensed ELL teachers offers students additional support as they work in graded and mixed-grade cooperative learning groups. This is in addition to the Extended Day program that provides students with support in ELA and math instruction. Teachers use NYSESLAT data, among with other formal and informal assessments to determine differentiated needs. This quantitative data, added to a host of qualitative data that the teachers collect and share, provides for meeting the needs of the total student. As described in an earlier section, students have the opportunity to participate in numerous extracurricular programs during the school day, after-school, and on Saturdays. These programs add much to the academic and social language base that students require for success based on self esteem. Efforts to grow the total child reap great rewards. TBE and Title III after-school programs are bilingual Spanish offerings which include an English component during the ESL structure.

Throughout, best practices and strategies for the instruction of ELLs to acquire English are put in place. Professional learning from "Classroom Instruction That Works with English Language Learners," by Jane Hill & Katherine Flynn is the book of choice practices that ELL teachers at PS 9 are following this academic year. Additional research based practices are teacher-implemented to provide differentiated intervention for our students.

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## B. Programming and Scheduling Information--Continued

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**Courses Taught in Languages Other than English** ⓘ

**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)?

Not applicable to PS 9.

Math:	Spanish			
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**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.

1. As described in an earlier section, profesisonal development for teachers of ELLs at PS 9 is comprehensive. Particular to teachers of ELLs in the last year was on and off site support to implement the Estrellita and Learning Village projects. This was supplemented by in-classroom demonstration of model lessons by program consultants that involved teachers and students. Network support was offered in a yearlong program of professional development that included administrative meetings, walkthroughs, debriefing, and planning sessions. Teachers participated as described earlier. Shared lessons that showed hoe scaffolding strategies could grow student understanding and acheivement were incorporated. A contingent of TBE teachers attend the annual three day SABE conference, returning to school with new information.

Additional to this rigorous program specific to ELLs, are school-wide measures such as weekly Lunch & Learn studies. AUSSIE consultants who work with all teachers on literacy and math instruction. We also employed a Lehman College math consultant to work with teachers. Twice annual professional days in November and June allow teachers to plan ahead. Weekly Thursdays allow teachers to plan curriuulum and instruction during the professional period which replaced the extended day program as a result of a UFT measure. Our Data Specialist/Literacy Coach works all hours of the day, before and afterschool to conduct individual and grade-wide meetings on a variety of instructional topics from guided reading, to reading data. New this year is an Early Childhood Coordinator who can attend to the needs of teachers on the front line. We have off-site planning retreats on Saturdays, funded by the Leadership Academy that faciliitates planning for achievement with the extended administrative cabinet and vertical planning team composed of grade leaders. Information is shared with absent staff upon return to school. Teachers also attend various city-wide and network meetings. They also apprise the administration of professional development opportunities that would inform their practice.

2. There is attention given to teachers to prepare students with sufficient study skills to approach material that they will meet with in the middle school. Students are taught to use the context to derive meaning of new words, to look for roots, prefixes, and suffixes, to use before and after sentence clues, and clues in the paragraph to figure out the meaning of words. Professional development around the Principles of Learning continues, especially in the realm of rigor. To equip students with the academic language they will need to understand and use. Graphic organizers, text connections, and other strategies to assist students in the middle school are addressed in the professional development portion of imparting that knowledge to students. Organizational skills are important for the middle school student, and certainly for the ELL. Eliminating unnecessary information, prioritization, and sequencing are skills to be taught. Professional support to prepare ELL students for middle school also comes from the guidance counselor who informs teachers of the middle school process and requirements for various programs that students will apply to. This allows the teacher to prepare the ELL for qualification and application to these programs. With attention given to the Common Core Standards, the Danielson Framework, and to prepare students for college and career readiness, these expectations are conveyed to teachers for students, about the social skills and academic knowledge that they are working toward.

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, tthey each hold certification and licensure, encompassing all the requirements that both the city and state 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 in education for ELLs. All teachers of ELLs in free-standing ESL programs receive the same type of PD

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As for the professional development of teachers of monolingual students, we always open the school year with a portion of the PD day devoted to ELL instructional strategies. This is especially important since there are ELL students enrolled across most all classes in our school. Since Learning Village has been extended to school-wide use through their generosity, this is an added opportunity for PD.

Record keeping to ensure documentation of the required hours for professional development is maintained by the teacher, who is aware that such documentation will be requested to confirm teacher participation. Additionally, the ELL assistant principal maintains records and attendance sheets of recent ELL professional development sessions, documenting well above the required 7.5 hours.

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

1. We have found that some of the most involved parents in our school are parents of ELL students. Attention is given to increase parent involvement of all students. For the ELL parent, responsibilities also include their children's acquisition of a new language, while growing the literacy of the native language. In probability, ELL parents are also trying to navigate their way in a new country. With this understanding, PS 9 offers support to parents in many ways.

Translation services are available through contract as a result of the DOE compact to communicate and involve parents where possible. Translation contracts are paid for through the fund for School Allocations for this purpose. PS 9 has used Legal Interpreting Services (LIS,) located in downtown Brooklyn for a number of years. As a DOE approved vendor, a request is put in via a request form for the projected number of hours required for an event. Events include parent conferences, Individualized Education Plan, (IEP) meetings, PTA Meetings, Parent Workshops, Testing, CSE, SBST evaluations, and other situations where translation is required. PS 9 has been satisfied with the services it has provided for our students and parents. Non-contracted translation services that are provided gratuitously can be provided by Welcome Center staff if requested. As a borough-wide service for adult education that is housed in our building, we are fortunate to be able to make this request for translation when the need arises. Lastly, it is possible to contact the DOE Translation & Interpretation Unit to enlist their aid for language translations of documents like letters, flyers, surveys, and handbooks among other documents that are not available for mass production in the DOE recognized language base.

To address parent needs, the Parent Coordinator serves as a liaison to school and community resources. On the school level, the parent is put in touch with the office or staff member who can address their concerns. For community connections, the parent coordinator will refer the parent to the appropriate city agency, if those resources are called upon. In-house, PS 9 is fortunate to be the host of a borough-wide Welcome Center for adults. ESL/English classes are offered that provide help with citizenship and career. As parents acclimate themselves to a new culture, they are also in proximity to their children who are being educated in the same building. Parents become familiar with the operation of the school, and functions of the school in preparing their young for college and career readiness.

As described above, there are many venues for parent involvement to include Meet the Teacher and the Breakfast or Dinner with the Principal. Parent involvement on the School Leadership Team is not only mandated, but welcomed by parent representatives. The PTA is another venue for involvement in the school. Our school store, The Tuck Shop, operates daily and is staffed by parent volunteers. Parent involvement on this level has provided our school with a new grand piano for our auditorium. Through the PTA parents volunteer to assist with Picture Day, graduation, Multicultural Day with food and performance, and parent conference evenings. Parents attend many celebratory events in their children's classrooms and during assembly programs.

A five-year-long study by New York University is in its second year of fruition. The purpose of the study is to look at the relationship between parent and child in Dominican families. These families have consented to be interviewed and are followed through the course of their children's elementary education. The NYU program offers workshops for early childhood parents, regardless of participation in the study. There have been food and nutrition, and literacy workshops held for parents.

The school has received a grant from Borough President Ruben Diaz, Jr., and has ordered Smartboards and computers for classrooms, and a Parent Café was established that will provide parents access to ARIS, ps9online.org, and training and development that will help them as parents, to help our students. The equipment is currently mired in paperwork before being released to the school. Parents can have access to curriculum, navigate the DOE website for additional resources, access to the Common Core Standards, school announcements, and information through the Parent Café.

Finally, a new report card available through ARIS will be implemented this year. The report card will be more greatly informative to parents since it will be delivered in the home language of the student. PS 9 has customized the standard ATS report card by adding no fewer than six messages in Spanish that pertain to PS 9 concerns.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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A Title III funded after school program twice weekly by licensed ELL teachers offers students additional support as they work in graded and mixed-grade cooperative learning groups. This is in addition to the Extended Day program that provides students with support in ELA and math instruction. Teachers use NYSESLAT data, among with other formal and informal assessments to determine differentiated needs. This quantitative data, added to a host of qualitative data that the teachers collect and share, provides for meeting the needs of the total student. As described in an earlier section, students have the opportunity to participate in numerous extracurricular programs during the school day, after-school, and on Saturdays. These programs add much to the academic and social language base that students require for success based on self esteem. Efforts to grow the total child reap great rewards. TBE and Title III after-school programs are bilingual Spanish offerings which include an English component during the ESL structure.

Throughout, best practices and strategies for the instruction of ELLs to acquire English are put in place. Professional learning from "Classroom Instruction That Works with English Language Learners," by Jane Hill & Katherine Flynn is the book of choice practices that ELL teachers at PS 9 are following this academic year. Additional research based practices are teacher-implemented to provide differentiated intervention for our students.

9. Transitional support is offered for students who have achieved a Proficient score on a previous spring's NYSESLAT exam, up to two years prior of testing. With parent information-giving via a letter of non-entitlement transition, the student is placed in a monolingual class with continued academic support. The homeroom teacher works in conjunction with the free-standing ESL teacher and TBE teacher, from whom the student has progressed, to offer support according to the student's academic need. With this information, the homeroom teacher can put a program of instruction, support, and/or intervention in place. During standardized testing, these students continue to receive the ELL accommodation of extended time to complete their assessments. Access to literacy resources in English and in the native language are available for student use. Like all ELL students, they too are offered the opportunity to participate in extended day, after-school, Saturday, and recess instructional programs. Extracurricular activities are equally important, and allow opportunities for continued engagement of students between monolingual and TBE classes.

10. This year, Learning Village and Estrellita begin full flight. After a full year of on and off-site professional development opportunities for teachers having taken place, teachers are better equipped to incorporate these resources into daily planning. The point is offering a differentiated program of instruction in two areas. The ability to meet students' skill in language ability and fluency within each language, and competency in academic content areas. Teachers will be able to use their newly purchased listening centers with Title III funds. The ability to acquire functional equipment to develop students' listening skills was problematic. Now that this has been addressed, the listening center will provide students with the opportunity to hear different spoken voices in English and Spanish. This is important as students prepare to be assessed in this language modality during the spring NYSESLAT. Teacher use of the Curriculum Framer, an online-

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## Additional Information

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

Paste additional information here

## 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)?

Not applicable to PS 9.

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## 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?

1. We have found that some of the most involved parents in our school are parents of ELL students. Attention is given to increase parent involvement of all students. For the ELL parent, responsibilities also include their children's acquisition of a new language, while growing the literacy of the native language. In probability, ELL parents are also trying to navigate their way in a new country. With this understanding, PS 9 offers support to parents in many ways.

Translation services are available through contract as a result of the DOE compact to communicate and involve parents where possible. Translation contracts are paid for through the fund for School Allocations for this purpose. PS 9 has used Legal Interpreting Services (LIS,) located in downtown Brooklyn for a number of years. As a DOE approved vendor, a request is put in via a request form for the projected number of hours required for an event. Events include parent conferences, Individualized Education Plan, (IEP) meetings, PTA Meetings, Parent Workshops, Testing, CSE, SBST evaluations, and other situations where translation is required. PS 9 has been satisfied with the services it has provided for our students and parents. Non-contracted translation services that are provided gratuitously can be provided by Welcome Center staff if requested. As a borough-wide service for adult education that is housed in our building, we are fortunate to be able to make this request for translation when the need arises. Lastly, it is possible to contact the DOE Translation & Interpretation Unit to enlist their aid for language translations of documents like letters, flyers, surveys, and handbooks among other documents that are not available for mass production in the DOE recognized language base.

To address parent needs, the Parent Coordinator serves as a liaison to school and community resources. On the school level, the parent is put in touch with the office or staff member who can address their concerns. For community connections, the parent coordinator will refer the parent to the appropriate city agency, if those resources are called upon. In-house, PS 9 is fortunate to be the host of a borough-wide Welcome Center for adults. ESL/English classes are offered that provide help with citizenship and career. As parents acclimate themselves to a new culture, they are also in proximity to their children who are being educated in the same building. Parents become familiar with the operation of the school, and functions of the school in preparing their young for college and career readiness.

As described above, there are many venues for parent involvement to include Meet the Teacher and the Breakfast or Dinner with the Principal. Parent involvement on the School Leadership Team is not only mandated, but welcomed by parent representatives. The PTA is another venue for involvement in the school. Our school store, The Tuck Shop, operates daily and is staffed by parent volunteers. Parent involvement on this level has provided our school with a new grand piano for our auditorium. Through the PTA parents volunteer to assist with Picture Day, graduation, Multicultural Day with food and performance, and parent conference evenings. Parents attend many celebratory events in their children's classrooms and during assembly programs.

A five-year-long study by New York University is in its second year of fruition. The purpose of the study is to look at the relationship between parent and child in Dominican families. These families have consented to be interviewed and are followed through the course of their children's elementary education. The NYU program offers workshops for early childhood parents, regardless of participation in the study. There have been food and nutrition, and literacy workshops held for parents.

The school has received a grant from Borough President Ruben Diaz, Jr., and has ordered Smartboards and computers for classrooms, and a Parent Café was established that will provide parents access to ARIS, ps9online.org, and training and development that will help them as parents, to help our students. The equipment is currently mired in paperwork before being released to the school. Parents can have access to curriculum, navigate the DOE website for additional resources, access to the Common Core Standards, school announcements, and information through the Parent Café.

Finally, a new report card available through ARIS will be implemented this year. The report card will be more greatly informative to parents since it will be delivered in the home language of the student. PS 9 has customized the standard ATS report card by adding no fewer than six messages in Spanish that pertain to PS 9 concerns.

# 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)	0	10	22	7	10	8								57
Intermediate(I)		1	12	24	16	11								64
Advanced (A)		2	7	14	17	20								60
Total	0	13	41	45	43	39	0	0	0	0	0	0	0	181

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	10	2	2	5							
	I		5	10	6	7	2							
	A		2	20	26	26	17							
	P		0	1	11	8	15							
READING/ WRITING	B		10	17	7	10	8							
	I		1	9	24	16	11							
	A		0	11	11	15	19							
	P		2	7	3	3	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	18	1	0	40
4	12	18	6	0	36
5	13	24	3	0	40
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	5	3	18	8	7	4	0	1	46
4	5	1	17	11	1	8	0	0	43

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	4	20	5	9	6	0	0	48
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	4	9	11	9	8	0	0	43
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	10	10	5				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. PS 9 assesses the early literacy skills of students by administering baseline measures such as Rigby PM for Grade K and DRA for grades 1 through 5. In our second year of the Estrellita pilot, there are also baseline measures in students' native language skills that measure Sonidos Iniciales, and Palabras across the vowel letters. The Estrellita Placement Test and Benchmark Assessment Tool allows teachers to differentiate native language instruction through the year as students reach proficiency in Sonidos Iniciales, and Blending sections. EL SOL has allowed teachers to form a well rounded picture of literacy skills in students' native language, as well. ECLAS, accompanied by EL SOL, has been praised by teachers. Teachers also use Fountas & Pinnell to gauge student levels during occasional running records with data that will progress students into new structures for learning as differentiation continues. School based data reinforces professional research that shows the correlation between native language literacy and a student's ability to acquire literacy skills in a new language. As such, we are fortunate to be Estrellita participants whose reach extends beyond grades K, 1, and 2 to encompass older students who lack basic literacy skills in their native language. The trend of older students beginning school without native language literacy skills is what we at PS 9 have been seeing in years of late.

Referring to the data that appears below, almost 100% of students between grade K - 5 are reading at a Level 1 and 2 in English. Literacy and ESL support is highly needed to help students move from one proficiency level to the next.

### DRA (English) Assessment for ELLs at PS 9

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
K	0	0	0	0
1	11	0	0	0
2	35	8	0	0
3	43	4	0	0
4	35	9	0	0
5	23	10	7	7

2. A study of NYSESLAT data reveals that as the grades progress, the number of students at the Beginner level, aside from newcomers, decreases. The number of students scoring at Intermediate and Advanced levels increase as students' years of ELL services increase. This indication means that our ELL services are working. As such, students enrolled in an English language school system at PS 9 appear to plateau in grade 3 at the Intermediate level, and progress to increased numbers of Advanced students in Grade 5.

Referring to the data that appears below, from one year to the next, a quarter of our ELLs showed growth of one level or greater. Approximately 45% of our students maintained growth. Five percent of our students moved down one level. 20% of our students did not

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10X009      **School Name:** PS 9, Ryer Avenue Elementary School

**Cluster:** 402      **Network:** Children's First Intensive

**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**

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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 data used to determine translation and interpretation needs for PS 9 comes from the Language Allocation Policy (LAP.) Data is compiled that reports which languages are represented in our school, and in which sector of ELL class the family exists. Whether in Transitional Bilingual Education (TBE) classes, or Free-standing ESL classes, the school is aware of other than English language need.

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. Additional provision for translation and interpretation services for parents are described below. There is an increasing number of students whose home language is Arabic, Bengali, and an array of African languages. Albanian is also a represented language in our school.

Translation services are available through contract as a result of a DOE compact to communicate and involve parents where possible. Translation contracts are paid for through the fund for School Allocation for this purpose. PS 9 has used Legal Interpreting Services (LIS,) located in downtown Brooklyn for a number of years. As a DOE approved vendor, a request is put in via a request form for the projected number of hours required for an event. Events include parent conferences, Individualized Education Plan, (IEP) meetings, PTA Meetings Parent Workshops, Testing, CSE, SBST evaluations, and other situations where translation is required. PS 9 has been satisfied with the services it has provided for our students and parents. Non-contracted translation services that are provided gratuitously can be provided by

Welcome Center staff, as noted above, if requested. As a borough-wide service for adult education that is housed in our building, we are fortunate to be able to make this request for translation of documents like letters, flyers, surveys, and handbooks among other documents that are not available for mass production in the DOE recognized language base

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.

The greatest need for translation services comes in the spring when standardized testing is prevalent. PS 9 has contracted translation services through LIS which has sent consultants to administer content area tests in Arabic and French. We currently have an assistant principal on staff who is fluent in French, and has administered the math test in this home language. During parent conferences we have found that parents, who speak a home language other than English, are frequently accompanied by a family member or friend who is English speaking and able to provide translation.

## **Part B: Strategies and Activities**

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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. The school does its best to put in the translation request to the DOE Translation & Interpretation Unit, located in Long Island City, if necessary, in a timely manner since requests are processed in the order received. Written translation services are predominantly provided by the Department of Education and school staff, though the regional Welcome Center is available to assist. Outside vendors like LIS are contracted in time to provide these services to our students during the testing windows in spring.

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. The Data Specialist/Literacy Coach has provided oral and written translation during meetings like Meet the Teacher and Breakfasts with the Principal. The Title I Parent Orientation and Town Hall meetings are translated for parents, and works well since PS 9 has noted a significant increase in parent participation in the last two years, specifically. For this reason, it is noted that translation services work.

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..

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 9 Ryer Avenue School	DBN: 10X009
Cluster Leader:	Network Leader: Renardo Wright
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 143
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program:
# of certified ESL/Bilingual teachers:
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Direct Instruction Supplemental Program is a Title III funded program to support academic achievement of ELLs in English and native language instruction. As a result of direct instruction by licensed ELL teachers who are qualified to instruct this population of student, demonstrated growth in ELA and math standardized test scores is expected. Teachers will differentiate instruction based on student scores on NYSESLAT modalities of reading and writing, and listening and speaking to address content area instruction.

### AFTERSCHOOL PROGRAM

The program will consist of twice weekly instruction of students in the testing grades, 3, 4, and 5, at one hour per session. The program will take place on a Tuesday/Wednesday schedule. Determination of time on-task at one hour per session was made for two reasons. Cost and the ability of students to effectively attend to prolonged, continued instruction beyond the regular school day.

Direct instruction will take place with students' homeroom teachers, but will be interspersed with cooperative and mixed age/grade groupings to address proficiency levels, as well as grade level standards. This provides opportunity for academic and social interaction between free-standing ESL and TBE students. Enrichment also takes place as teachers align instruction and practices across content area instruction.

### AFTERSCHOOL PROGRAM

Program Dates: October 11, 2011 - April 4, 2012

Program Duration: 47 hours per teacher (23 weeks + 1 day)

(5) teachers per session @ \$41.98 x 47 = \$1973.06 x 5 teachers = \$9865.30

(1) Principal's Per Session @ \$43.94 x 47 hours = \$2065.18

After-school Allocation = \$9865.30 + \$2065.18 = \$11,930.48

### SATURDAY PROGRAM

As described above, this pre-standardized testing program in Spring 2012 will take place for four consecutive Saturday mornings staffed by licensed ELL teachers for participating students in the ELL pool from TBE and free-standing ESL programs. Instruction will address literacy and mathematics skills development equally. Differentiated instruction will take place, based on a host of assessment data, such as previous spring NYSESLAT data, ELL Interim and Interim ELA and Math assessments, DRA, and informal diagnostic assessments constructed by teachers leading up to this targeted period of intervention and preparation.

### SATURDAY PROGRAM

Program Dates: Saturdays, January 7 - March 31, 2012

Program Duration: 11 Saturdays

(5) teachers per session @ 3 hours/Saturday = 15 hours x 11 weeks = \$629.70 x 11 =

### Part B: Direct Instruction Supplemental Program Information

Teacher per session rate =  $\$41.98 \times 3 \text{ hours} = \$125.94 \times 5 = \$629.70 \times 11 = \$6926.70$

Principal per session =  $\$43.94 \times 3 = \$131.82 \times 11 = \$1450.02$

Saturday Allocation=  $\$6926.70 + \$1450.02 = \$8376.72$

Grand Total for Direct Instruction Supplemental Program=  $\$ 11,930.48 + \$ 8376.72 = \$20,307.20$

### Part C: Professional Development

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

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

Begin description here:

The school's professional development program is to serve all teachers, herein teachers of ELL students, to develop strategies and approaches to enhance instructional capabilities of teachers. It is to this end that student achievement can occur. For the six teachers of TBE, two ESL teachers, one self-contained ESL teacher who is dually licensed as a teacher of the Common Branches, and additional homeroom teachers who serve free-standing ESL students, the following professional development offerings have been established.

#### Estrellita Native Language Literacy Program

TBE teachers in grades kindergarten, first, and second have received and will continue to receive off site and on-site professional support to implement this program which serves students from baseline data collection to fluency in beginning literacy skills. Off-site support will be provided by the Office of English Language Learners. Ms. Stella Sanchez will be the primary central office facilitator who will contact assistant principal, Ms. Lorraine Tsang who will arrange for off-site participation of the teachers cited above. On-site training has been conducted by Ms. Emma Serrano and Ms. Ileana Ordonez. These Estrellita consultants have shadowed teachers through each day according to a school developed schedule that allows for classroom observation, instructional modeling, instructional materials preparation, planning and management strategies, and debriefings with the teacher and administration to effect best practices for program implementation. See the Language Allocation Policy (LAP) for a more extensive description of the Estrellita program.

#### Learning Village (LV)

A Centralized OELL/NYC Network for Educating Collaboratively through Technology

Teachers of ELL students, as cited above, will continue to participate in a professional development program in year-two of this venture between OELL and Houghton Mifflin/Harcourt. Teachers will receive training from LV consultants such as Raymond Borno, Jeffrey Homan, and Lisa Gursel. Off site support for the Assistant Principal, Ms. Lorraine Tsang, Literacy Coach/Data Specialist, Ms. Kattia Cuba, Math Coach/Technology Specialist, Ms. Berna Sifonte have taken place, and will continue to be scheduled through the course of this academic year. Ms. Carmen Perez, TBE teacher, has participated in

## Part C: Professional Development

LV professional development, returning to school to turnkey information that would assist ELL teachers to access and use this resource. On-site professional development was conducted by Mr. Robert Finnegan and Ms. Lydia Gonzalez who conducted sessions using the wall-mounted Smartboard that LV provided to the school for program implementation.

A PS 9 classroom, Room 130, is the LV site in which teachers of ELL students and their classes can use at their disposal. It is also the place where on-site teacher sessions have been conducted. Mr. Finnegan and Ms. Gonzalez worked with teachers and students in their homerooms to familiarize teachers with LV functions that both groups can use. Ms. Sifonte has already conducted a session with teachers during a scheduled faculty conference. The program will continue this academic year with Ms. Gursel as the primary LV liaison who will conduct professional and technological support sessions at the school. The first two sessions of the year have been scheduled for November 29 and December 6, 2011. See the Language Allocation Policy (LAP) for a more extensive description of the Learning Village project.

### AUSSIE

Mr. Robb Irwin, AUSSIE Math Specialist and Ms. Megan Connelly, AUSSIE Literacy Specialist have each been contracted for 15 on-site professional development sessions to build teachers' instructional competencies. Mr. Irwin and Ms. Connelly will provide twice weekly intensive support that will follow a cycle of observation, demonstration, trial, debriefing, and planning for next steps. A lab-site will be established later in the school year, when both consultants return to support one teacher on each grade who has been identified as implementing best instructional practices for their students. The priority for professional development will be best instructional practices, guided reading, (where it is in the instructional program and what happens during that period,) balanced literacy, (and the full accompaniment of its parts,) and rigor that is based on the foundation of best practices. A Monday and Friday schedule has been established for Ms. Connelly. Mr. Irwin will be scheduled in the Tuesday-Wednesday-Thursday time period.

### LUNCH & LEARN

This professional development series has been three years in the offering of timely topics such as the Principles of Learning to effect best practices, Understanding by Design (UbD,) to establish the foundations for good instructional planning, Differentiated Instruction, Looking at Student Work, and currently the framework for instruction by Charlotte Danielson. A lunchtime meal is purchased for teachers so that they can attend one of three sessions that are scheduled on Wednesdays. The sessions have been facilitated by the administration, the Literacy Coach/Data Specialist, and by teams who work present their study individually or in teams. Each topic always returns to what takes place with real teachers and students at PS 9. Please see the Language Allocation Policy (LAP) for a more detailed description of the series.

### FULL-DAY PROFESSIONAL DEVELOPMENT DAYS

A portion of each day in November and in June is devoted to instructional strategies for work with ELLs. PS 9 has received tremendous support from our network ELL liaisons. Ms. Elie Soto, immediate past ELL Network liaison, conducted a full year of professional development, as described in the LAP. This year's ELL Director, Dr. Tzong-jin Lee, is scheduled for a half day session with our ELL teachers to address how to access and use data for instructional planning on November 8. Another topic scheduled in November is "How to Turn Teaching Points into (instructional) Lesson Plans," led by Ms. Cuba, Data

## Part C: Professional Development

Specialist/Literacy Coach and Ms. Janet Allen, former Literacy Coach. Ms. Berna Sifonte, Technology Specialist/ Math Support, will also deliver professional development in her domain. The ability to plan well enables teachers to teach well.

### YEAR-LONG ELL PROFESSIONAL DEVELOPMENT

In addition to the schedule of professional development cited, the assistant principal and supervisor of ELLs schedules sessions with individual teachers, clusters, and the entire unit of ELL teachers on various topics throughout the year. This year, ELL teachers will be learning around "Getting Started with English Language Learners: How Educators Can Meet the Challenge (Haynes,) and "Classroom Strategies that Works With English Language Learners," (Hill & Flynn, ASCD.) Professional Learning will also take place around "Making Content Comprehensible for English Language Learners : The SIOP Model." The professional series will examine effective practices that have been proven in over 100 research studies that pertain to instructional practices with ELLs. All ELL teachers will participate; that is all TBE teachers from kindergarten through fifth grades, two free-standing ESL teachers, one dually licensed ESL and Common Branches teacher, and two additional Common Branches teachers whose classes contain numerous ELL students. This series will take place as an independent study and during professional time that will be carved out throughout the year, enabling teachers to learn while their students are doing the same, engaged in story telling scenarios by a literacy specialist, the library teacher.

Teachers will also attend professional development clusters around instructional planning, acquiring high interest/low readability materials that work with ELLs. Sessions may pair teachers according to early childhood, middle, and upper elementary sectors where planning for instruction across content and abilities may be more similar. A plan to address each language modality will be developed, especially around reading and writing skills where ELL students have not fared as well as in listening and speaking skills. These sessions will be planned at various times throughout the year.

Teachers have been provided with an ELL teacher preparation period schedule where teachers may look to schedule cooperative planning sessions with their colleagues. This includes ESL teachers who have deliberately scheduled a program with varying preparation periods in order to meet teacher and student needs. ELL teachers also have a common planning time with their grades, and a Thursday professional planning time in lieu of the Extended Day program which was arrived at by UFT accord.

### OUTSIDE CONSULTANTS

A portion of the Title III budget has been allocated for professional development. After a review of consultant programs and fees, PS 9 will contract these services that address ELL needs. Mondo publishing has a variety of instructional materials that pair English and Spanish books and provide content books on guided reading levels that incorporate informational text features that will be CCS assessed. They are in consideration for a consultancy.

### PS 9 RETREATS

This academic year has brought two off-site retreats for professional development. The retreats are supported by the Leadership Academy, a leadership-track DOE arm. The last day was centered on persuasive and informational writing, and the type of instructional planning that is required in order for students to be able to develop fluency in these skills. The opening retreat revolved around the "Power of Protocol" in looking at student work. Curriculum maps, common core, and goal setting processes rounded out the day. A third retreat this academic year will allow constituent groups continued time to

### Part C: Professional Development

work without distraction of school responsibilities to dialogue and plan for next steps to academic excellence.

### Part D: Parental Engagement Activities

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

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

Begin description here:

#### RATIONALE

Time and time again, research has shown the relationship between parent involvement and academic achievement. The ELL parent must immediately establish a familiarity with his surroundings in order to provide for his family. The parent must secure a residence, and a means of support in order to live in his new world. For the ELL parent, involvement in his child's education means the opportunity for many more things. As a result of involvement in many school activities, the ELL parent becomes informed and educated helping to grow their children's acquisition of a new language, at the same time as maintaining and growing the literacy of their native language. As the parent becomes more informed, so too will his confidence grow to help nurture the skills and abilities of his child to academic achievement.

#### SCHEDULE AND DURATION

The schedule will be developed as programs are identified. The duration of each program will be no less than 60 minutes.

#### TOPICS TO BE COVERED

##### Parent Café

Funded by a grant from Borough President Ruben Diaz, Jr., these monies have provided for the purchase of Smartboards and computers for classroom use. A portion of these computers will be set up in a Parent Café where parents will be able to go to access informational and educational resources for their children. Parents will be able to access [ps9online.org](http://ps9online.org), the school website where curriculum maps and resources can be found. Teacher pages for classroom news, activities, and homework can be found. Common Core Standards are a quick link away. The DOE website may be navigated for additional resources that are public via the Parent link. ARIS for parents will allow them to seek out additional information.

##### Acquisition of the English Language

We are fortunate to have the borough-wide Welcome Center housed in our school. Parents are encouraged to attend their English language/ESL classes that are offered during the day or evening. Citizenship preparation classes are offered. Field trips for parents take them around the city, which serves as another vehicle for education and information.

## Part D: Parental Engagement Activities

### Curriculum Understanding: Literacy, Mathematics, and the Content Areas

Through Meet the Teacher, Breakfast with the Principal, Dinner with the Principal, sessions during Parent Conferences, and partnerships through LINC and a five-year NYU longitudinal study with Dominican families, parents will participate in sessions that will allow them to experience what their children do in school. The Reading Workshop with its component parts of read-aloud, mini lesson and independent practice will take place. Parents will understand what leveling correlates mean. How parents can support school efforts will be addressed by looking at food and nutrition and the home environment. Parents will have the opportunity to use math manipulatives to understand how concrete understanding leads to conceptual understanding. To support their children's work during the Science Fair, there will be opportunities for parent involvement to that end, as well.

### Classroom Learning

Parents are invited to classroom activities and celebrations through the year. Parents have the opportunity to hear their children read books aloud, and present their achievements in writing. Holiday celebrations and birthdays are occasions that involve parents. Parent chaperones on field trips also involves parents in their children's learning. This is also another venue through which they will be able to see and learn about the city. The Science fair, Multicultural Day, Holiday Assemblies, Honor Roll assemblies, and Graduation are also good opportunities for parents to see how classroom learning comes to fruition.

### Health and Nutrition

The school nurse and social worker have conducted sessions to address asthma, weight control, and good food and nutrition. We have held sessions with healthy food tastings as an alternative to junk and convenience foods. The Office of School Food and Nutrition is currently providing daily portions of fruit and vegetables that is individually packaged for consumption. It is hoped that the transfer of good eating habits will take place because of research correlates that show how this impact school achievement.

### NAME(S) OF PROVIDERS

At alternate times, as scheduled, the Principal, Jacqueline Bailey, Assistant Principals, Lorraine Tsang and Martha Embola, Data Specialist/Literacy Coach, Kattia Cuba, will be involved. The Early Childhood Coordinator, Janet Allen, Technology Specialist/Math Support teacher, Berna Sifonte will deliver information. The ESL teachers, Margolata Trojnar Lancut and Glennis Lizardo, Parent Coordinator, MaraLinda Resto, will participate. School nurse, Ms. Fredricks, Social Worker, Marsha Dadosh will be enlisted. Ricardo Mendez and Rosetta Smith, as Guidance Counselor and Social Worker may facilitate some sessions. Representatives from LINC and the Welcome Center will conduct their sessions. All classroom teachers.

### HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES

Parents will be notified by letter or announcement in English and in Spanish. Postings will appear on all doors from which parents enter and exit. Laminated announcements will be hung on fences that perimeter the school building. Announcements over the speaker address system may take place as a final reminder to parents. Phone calls to parents who have expressed particular interest in workshop/meeting topics will be made.

## Part E: Budget

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

Allocation Amount: \$0

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)	\$16,792.00	Teacher per session
<ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$3515.20	Principal per session
Purchased services	\$2000.00	Professional consultants
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials	\$6000.00	Instructional materials to support direct instruction
<ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other	\$408.80	Parent Engagement
<b>TOTAL</b>	<b>\$28,716.00</b>	<b>\$28,716.00</b>