



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**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:** MELODIE MASHEL

09-11-2013

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Olga Torres	*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/Chairperson	
Melissa Borzouye	Member/ Teacher	
John Frias	Member/Teacher	
Mary Weatherwax	Member/Teacher	
Francis Mena	Member/Parent	
Elizabeth Reyes	Member/Parent	
Daisy Valle	Member/Parent	
Lisette Villar	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Source: SQR, Page 3, Section III School Leadership

Major recommendation in this area:

*School leadership should work collaboratively with teachers to encourage and support teacher accountability. The use of regular and frequent monitoring and teacher self-reflection opportunities and goal setting activities that are aligned with student needs, with short-term and long-term benchmarks for teacher practice, should also be used to strengthen teacher accountability.*

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

  x   2.3 Systems and structures for school development

  x   2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By the end of June 2013, 100% of teachers will meet with administrators 3 times per year to set short and long term goals/benchmarks, and monitor, revise (as needed), and reflect upon achievement of goals/benchmarks to improve teacher practice and strengthen teacher accountability. We will use the Danielson Enhancing Professional Practice Rubric Component 4e.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**September 2012-November 2012**

- **A professional development survey will be administered to staff to determine PD needs.**
- **A review of informal and formal observations will help administrators and support staff to determine areas of improvement that should be addressed through PD and instructional support.**
- **Teachers will submit long-term goals and meet with administrators to review and determine supports needed to meet the goals. Administrators will share PPR goals and data for teachers to align goals to the school.**

### **Ongoing, Throughout the Year**

- **Informal and formal observation feedbacks will be given to teachers.**
- **Teachers will review and analyze data reports for sub-groups (SWD, ELLs, Male, Female, African-American, Hispanic, Temporary Housing, etc.) to determine what goals they might set. (With bi-monthly reviews throughout the year).**
- **Administrators will review teachers' running records, conference notes, rubrics, and other formative assessments to ensure that teachers are implementing feedback.**
- **SEGIS progress reports will help teachers of SWD track student progress and needs.**
- **Teachers will receive a monthly PD schedule so that they can choose workshops for additional support.**
- **Feedback from PD's help administrators and support staff to adapt future PDs.**
- **Feedback from PD "Take Aways" will allow administrators to follow up and ensure accountability on new learning. (**
- **Periodic Learning Walks will be scheduled to ensure alignment with recommendations, PD learning, and expectations for teaching practice.**
- **Teacher Teams and Common Core Instructional Leaders Team (Vertical Team) will be formed to provide teachers with opportunities to meet with other teachers to find approaches for achieving short and long-term goals.**

### **December 2012-February 2013**

- **Instructional goal setting database to set short and long term goals for students will be used.**
- **Data Days will be established every six weeks so that all students and teachers get an opportunity to reflect on progress on goals/benchmarks and set new goals/benchmarks.**
- **Network Instructional Coaches will be invited in to conduct PD's on-site and off-site.**
- **Student Acuity benchmark assessments will provide teachers with data that they can use to adjust and tailor their instruction to meet the needs of all learners.**
- **Administrators will conduct mid-year reflection meetings with teachers to monitor progress made on goals, additional support needed to accomplish goals, and to determine if benchmarks have been achieved.**
- **All teachers will use a Mid-Year Self-Assessment Summary form at mid-year reflection meetings with administrators to identify strengths and areas of growth according to competency areas on the Danielson Framework.**

### **March 2013-June 2013**

- **An end of year reflection on teacher goals/benchmarks will be discussed between the administrators and teachers.**
- **See bullet points above for activities which are ongoing, throughout the year.**

### **Evaluation**

- **An evaluation form at the middle and end of the year will be given to teachers to complete so that we may determine the effectiveness of the goal setting meetings with administrators, which will also help to revise the structure, as gleaned from this data.**
- **Student growth data (DRAs, Performance Tasks, end of unit assessments) will be analyzed periodically to determine if the teacher is implementing short and long term goals to impact students.**
- **Periodic goal sheets will demonstrate that short-term and long-term goals/benchmarks are set throughout the year.**

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Goal-Specific Budgeting:**

- Title I and Title III funds will be utilized to provide refreshments and materials for teachers at after-school PD sessions.
- Title I funds will be used to support academic after school for second third, fourth and fifth grade students. 18 teachers 98 hours each week as well as five Saturdays six teachers 15 hours.
- Title I and Title III funds will be used for making copies.
- NYSTL monies will be used to purchase software for an instructional goal-setting database.
- Aussie and Fordham university will be providing PD sessions for ELA and mathematics 20 sessions for Mathematics and 26 Sessions for ELA

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Source: SQR, Page 2, Section I. Collection, Analysis, and Utilization of Data

Major recommendations in this area:

- *The Literacy Coach and Data Analyst should continue to provide professional development (PD) in translating data analysis into effective implementation of differentiated instruction for students with disabilities and English language learners. School leaders should monitor teacher practice to ensure accountability for teacher implementation of differentiated teaching.*
- *School leaders should provide PD in the area of developing rubrics. Rubrics should be more learner-centered and task-specific. Rubrics should change over time as students become more proficient in the specific tasks addressed. Students should be involved in the creation of rubrics using student language. Students should have access to models of the different levels of proficiency (anchor papers) to accompany the rubrics. Students should use their rubrics, aligned with the Common Core Learning Standards, for formative self-assessment, peer evaluation, student self-reflection and goal-setting.*

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By the end of June 2013, 100% of students along with teachers will participate in developing a minimum of 4 rubrics in literacy and 4 rubrics in mathematics.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

### **September 2012-November 2012**

- **Grade teams will collaborate to develop a framework and criteria for rubrics in literacy and math that will serve to develop CCLS-aligned rubrics with students (that develop student ownership of their own learning), according to unit and grade.**
- **PD will be provided to all staff on how to develop and use CCLS-aligned rubrics and how to use anchor papers with their students.**

### **December 2012-February 2013**

- **Teachers will develop rubrics along with their students, for each unit of study in literacy and math. (Ongoing, throughout the year)**
- **Students will be taught how to use the rubric and as tool to self-reflect, self-correct, monitor progress, and set or adjust goals, as necessary. (Ongoing, throughout the year)**
- **Students will be taught how to peer assess work using and criteria charts and rubrics.**
- **Students will be taught how to use rubrics to select exemplar work for their portfolios.**
- **Students will have opportunities to articulate their rationale for rating their pieces and selecting exemplar work for inclusion in portfolios; through small group and one-on-one meetings with teachers. (Ongoing, throughout the year).**
- **Data Days will be established every six weeks so that all students get an opportunity to reflect on progress on goals and set new goals. (Ongoing, throughout the year)**
- **Teachers will complete Mid-Year Student Outcomes: Goal Setting form and share with administrators to determine which students are on grade level and below based on data collected on rubrics. Data will serve to revise goals.**
- **Math, Literacy, Technology, and Data Coaches will provide teacher support as needed for each teacher to implement benchmarks that relate to meeting goal. (Ongoing, throughout the year)**
- **Teachers will continue to apply the NYSESLAT rubric to differentiate for ELLs.**

### **March 2013-June 2013**

- **Teachers will meet in Grade Level and Vertical Teams to review rubrics developed with students and to reflect upon what needs to be refined regarding the rubrics, teaching how to use rubrics, etc.**
- **See bullet points above for activities which are ongoing, throughout the year.**

### **Evaluation**

- **Rubrics will be collected and reviewed to ensure that they are aligned to the CCLS standards.**
- **Sample rubrics and student work from each grade and sub-groups will be collected to evaluate whether students are able to self-assess and peer-assess.**
- **Evaluation forms will be distributed to teachers to retrieve feedback on the process; data will be used to improve upon the process, as needed.**

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Goal-Specific Budgeting:**

- **Tax Levy monies and Title I funds will be used to support teacher per session activities 18 teachers 98 hours academic after school as well as five Saturdays 15 hours six teachers.**
- **Title 1 priority monies will be used to purchase academic materials to support students during academic after school as well as Saturday Academy New York Ready mathematics, Buckle Down to the common Core State Standards for Mathematics and ELA for grades 2-5**
- **NYSTL monies will be used to purchase software for online student portfolio management.**
- **ARRA Citywide Instructional Experts funds will be used to pay for Instructional Leaders on the Common Core Instructional Leaders (Vertical Team).**
- **Title I funds will be used to pay for translation services, as needed. Technology support for parents provided during the six Saturdays for parents. 1 teacher 15 hours.**

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Source: SQR, Page 3, Section II. Teaching and Learning

Major recommendations in this area:

*School leaders should provide PD to introduce teachers to a variety of instructional strategies that promotes greater student participation in the learning process and raises the level of students' critical thinking and higher order thinking skills. School leaders should use the observation process to monitor teachers' implementation of the strategies learned in PD into their daily practice.*

AND

Source: SQR, Page 3 and 4, Section IV. Infrastructure for Student Success

Major recommendations in this area:

*School leaders should provide PD that introduces teachers to a variety of teaching strategies that are designed to meet the diverse needs of students. School leaders should monitor teachers in the use of these strategies and correlate teacher practice with student success for all students as well as the identified subgroups in order to refine best practice.*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, 100% of classroom teachers will participate in developing performance tasks that are designed at a Depth of Knowledge Level 3 or 4 for 2 units of study in literacy and 2 units of study in mathematics, per the citywide expectations, with multiple entry-points to address the needs of various student sub-groups to ensure higher order thinking and success for all students.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

### **September 2012-November 2012**

- **Teacher and Common Core Instructional Lead (CCIL) teams will meet weekly to review student data that will assist in differentiating and ensuring high levels of instructional cohesion between performance tasks and units of study. (Ongoing, throughout the year)**
- **Ongoing PD will be provided on a bimonthly basis, throughout the year, on topics related to meeting needs of student subgroups, DOK, close reading of texts, Major/Minor/Supporting math clusters, student engagement, higher order questioning, and evidenced-based thinking. (Ongoing, throughout the year)**

### **December 2012-February 2013**

- **Teachers will add a Performance Task component to 2 units of study in literacy and 2 units of study in math on the wikispaces curriculum mapping site.**
- **The CCIL team (Vertical Team) will serve as a Peer Review committee to delineate performance task DOK levels, using DOK guidelines and the Tri-State Rubric. They will provide teachers with their rationale for their DOK determinations to build capacity. (Ongoing, throughout the year)**

### **March 2013-June 2013**

- **The CCIL Team will meet with their respective grade teams to train teachers how to review tasks and assign DOK levels for tasks, using DOK Guidelines and the Tri-State rubric as review tools; 2 times per month.**
- **Science Fair in May 2013 will offer students opportunities to evidence higher-order inquiry.**
- **See bullet points above for activities which are ongoing, throughout the year.**

### **Evaluation**

- **Performance Tasks posted on unit web pages (2 in literacy, 2 in math) to determine if the task was completed.**
- **Peer Review notes (Tri-State rubric evaluations and task feedback forms to teacher teams) will serve to evaluate whether assigning a DOK level to the tasks was achieved.**
- **Student performance on pre and post tasks will be evaluated to evaluate student growth, across sub-groups.**
- **Evaluation forms will be distributed to teachers to collect data on the process; data will be used to revise the process, as needed.**
- **Team sign-in sheets and agendas will demonstrate that meetings are carried out.**

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Goal-Specific Budgeting:**

- Tax Levy monies and Title I funds will be used to support PD per session activities.
- NYSTL monies will be used to purchase academic materials to support students working on Performance Tasks.
- ARRA Citywide Instructional Experts funds will be used to pay for Instructional Leaders on the Common Core Instructional Leaders (Vertical Team).
- Tax Levy and Title I funds will be used for making copies.
- Tax Levy and Title I funds will be used to pay for translation services, as needed (for translation of Performance Tasks into Spanish).
- Tax Levy and Title I funds will be utilized to provide refreshments for teachers participating in PD sessions.



**December 2012-February 2013**

- By December 2012, the school will have transformed its Instructional Support Team approach to Response to Intervention (RTI)
- Teachers will document the various strategies, supports, and steps taken for students requiring additional Tier II support for review by the RTI team. Some of the strategies will include, delivering intervention to a small group of students 5-8 student for approximately 15-30 minutes a day, 4-5 days per week, grouping students with similar instructional needs, and using students' preferred learning preference to deliver instruction. (Ongoing, throughout the year)
- The RTI team will meet with the classroom teacher and review student academic and behavioral data to review, find gaps, and appropriate next steps. (Ongoing, throughout the year)
- The RTI team will use appropriate interventions and next steps, within a week and a half. (Ongoing, throughout the year)
- The RTI will team will revisit each case to review targets over a six-week period to determine next steps. (Ongoing, throughout the year)
- After school academic, social programs, and community based-organization programs will be offered to at-risk students, who require further social and emotional support. (Ongoing, throughout the year)
- Lehman College social worker interns will work under the supervision of the Social Worker, Marcia Dadosh, to provide additional support to students requiring social and emotional interventions, on a daily basis.

**March 2013-June 2013**

- See bullet points above for activities which are ongoing, throughout the year.

**Evaluation**

- Teacher RTI forms completed for students requiring additional supports will be used to determine that the RTI approach for intervention is being used by teachers.
- RTI Committee meeting notes and recommendations/supports offered will serve to ensure that at-risk students are being provided with intervention services.
- Progress made on student Performance Tasks and ELA and Math exams will be reviewed to measure growth after interventions.
- Notes on progress made after interventions are put in place (every 6 weeks) will help to determine if interventions are successful.
- Evaluation forms will be distributed to teachers to collect data on the process; data will be used to revise the process, as needed.
- Committee sign-in sheets and agendas will demonstrate that meetings are carried out.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Goal-Specific Budgeting:**

- Title I funds will be used to support PD activities provided by AUSSIE and Fordham University for Mathematics and ELA 20 sessions for Aussie and 26 Fordham University
- NYSTL monies will used to purchase academic materials to support students. Buckle Down and New York Ready mathematics.
- Tax Levy and Title I funds will be used for making copies.
- Tax Levy funds will be used to fund related services (i.e. TL Mandated Counseling, Mandated Speech, Occupational Therapy)
- Tax Levy and Title I funds will be utilized to provide refreshments for parents participating in informational RTI sessions.
- Tax Levy and Title I funds will be used to pay for translation services, as needed (for parent informational letters and test translations).

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 1 of the SQR conducted February 2012 commends PS 9 for establishing opportunities for family and community engagement. None of the recommendations on the SQR pertain to Family and Community Engagement. Thus, we have used our 2011-2012 Learning Environment Survey as the basis for establishing a goal in this Tenet.

Source: Learning Environment Survey, Page 5 and 6, Section: Engagement

One of the questions on the survey posed to parents was: How often have you been invited to a workshop, program, performance, or other event at your child’s school? Parents responded in the following way:

- 43%: More than one a month
- 36%: About once a month
- 10%: Once every few months
- 7%: Once or twice this school year
- 3%: Never

The Parent Coordinator, Mara Resto, has been meeting with parents throughout the school year to gather information about parent satisfaction and the types of opportunities and events they would like to see at PS 9. She shared that parent satisfaction is greater than any other year she has served as Parent Coordinator, however, some of the concerns include:

- Establishing after school programs for students in Grade 1 and Grade 2
- Providing computer classes for parents during the day and evening

In addition, we have canvassed parents to find out the best form of communication. Parents gave feedback that they would prefer letters and phone calls. A few parents also indicated that email would be another approach for reaching out.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, a series of technology workshops will be offered to 100% of PS 9 parents and communicated through various modes of communication.**

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**September 2012-November 2012**

- **The Parent Coordinator will canvass and meet with parents to determine what types of technology training they would like to participate in at PS 9.**
- **The Parent Coordinator will collect parent emails from teachers to communicate with parents who wish to communicate via email. (Ongoing, throughout the year)**
- **Teachers will reach out to parents to collect email addresses for the Parent Coordinator. (Ongoing, throughout the year)**

**December 2012-February 2013**

- **The Technology Coordinator will create a mass email list to facilitate email communication.**
- **The Technology Coordinator and Parent Coordinator will collaborate to plan and execute series of technology workshops, using parent data. (Ongoing, throughout the year)**
- **The Principal and Parent Coordinator will disseminate and promote the technology workshops to parents through the Principal's Breakfast, ps9online website, flyers, letter, and word of mouth. (Ongoing, throughout the year)**
- **Technology Coordinator will create and administer feedback forms for parent feedback.**

**March 2013-June 2013**

- **Technology Coordinator will identify opportunities for parents to demonstrate technology skills throughout the school community (i.e. Yearbook Committee, graduation, PTA blog)**
- **Parents will reflect on new learning and share their success with the whole school community (i.e. online videos, testimonials)**
- **See bullet points above for activities which are ongoing, throughout the year.**

**Evaluation**

- **Parent pre and post workshop forms will help new learning.**

- Evaluation forms will be provided to parents to retrieve feedback on the effectiveness of the workshops.
- Sign-In sheets will be used to gather data on participation.
- Agendas will be gathered to review topics offered to parents.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Goal-Specific Budgeting:**

- Tax Levy monies will be used to fund the Parent Coordinator.
- Title I funds will be used to support PD per session activities for trainers. CPR Classes, Mamas and pappas luncheon every Thursday
- NYSTL monies will used to purchase books to support parents who are learning technology. 15 hours six Saturdays 1 teacher
- NYSTL monies will be used to support parent blogs and the ps9online website.
- Tax Levy, Title I and Title III funds will be utilized to provide refreshments for parents participating in informational sessions during Breakfast with the Principal and for parents participating in technology workshops.
- Tax Levy and Title I funds will be used to pay for translation services, as needed (for parent informational letters and materials translation).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>A variety of Academic Intervention Services (AIS) programs are being used, dependent upon the type of literary need a student requires:</p> <ul style="list-style-type: none"> <li>• Houghton Mifflin Learning Village</li> <li>• Avenues</li> <li>• Academic Workout</li> <li>• Wilson</li> <li>• NY Ready</li> <li>• Buckle Down</li> </ul> <p>Needs vary and include:</p> <ul style="list-style-type: none"> <li>• Decoding and fluency through repeated readings</li> <li>• Comprehension through close reading of short text and “fishing” for details.</li> <li>• Responding to questions on short answer and extended response questions using graphic organizers to organize</li> </ul>	<p>All programs are small group services. Additional Tier II and III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<ul style="list-style-type: none"> <li>• During the school day (last period)</li> <li>• After-School (5 days per week)</li> <li>• Saturday Academy (10 weeks)</li> </ul>

	thinking around the gist and supporting evidence.		
Mathematics	<p>Math Games from <i>Everyday Math</i> and computer assisted programs, such as Study Island are used during the AIS period by the classroom and support teachers in small groups.</p> <p>Manipulatives and Smart Boards are used widely to provide concrete understanding for abstract concepts that need to be internalized by students.</p>	All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.	<p>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.</p> <ul style="list-style-type: none"> <li>• During the school day (last period)</li> <li>• After-School (5 days per week)</li> <li>• Saturday Academy (10 weeks)</li> </ul>
Science	<p>Science support is provided in both the literacy and math segments of AIS instruction, as it relates to the non-fiction genre and various topics in mathematics. Some of the needs vary and include the following strategies/approaches:</p> <ul style="list-style-type: none"> <li>• Decoding and fluency through repeated readings</li> <li>• Comprehension through close reading of short text and “fishing” for details.</li> <li>• Responding to questions on short answer and extended response questions using graphic organizers to organize</li> </ul>	All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.	<p>AIS services in science are integrated into both literacy and mathematics instruction.</p> <ul style="list-style-type: none"> <li>• During the school day (last period)</li> <li>• After-School (5 days per week)</li> <li>• Saturday Academy (10 weeks)</li> </ul>

	<p>thinking around the gist and supporting evidence.</p> <ul style="list-style-type: none"> <li>• Running experiments</li> <li>• Using the Smart Board to view and create models.</li> <li>• Applying science learning to real-life science issues.</li> </ul> <p>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 maps in literacy and math to support instructional objectives. 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.</p>		
Social Studies	The social studies curriculum is conducted in-class using the Scott Foresman and Houghton Mifflin Social Studies resources geared towards New York State Social Studies. Student needs	All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one	<ul style="list-style-type: none"> <li>• During the school day (last period)</li> <li>• After-School (5 days per week)</li> <li>• Saturday Academy (10 weeks)</li> </ul>

	<p>in social studies are also cycled into the AIS program through integration in the literacy segment of AIS, as it relates to supporting the non-fiction genre. Some of the needs vary and include the following strategies/approaches:</p> <ul style="list-style-type: none"> <li>• Decoding and fluency through repeated readings</li> <li>• Comprehension through close reading of short text and “fishing” for details.</li> <li>• Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.</li> </ul>	instruction.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The guidance counselors meet regularly 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</p>	All support is provided through small group and individual services. In addition, an RTI Team identifies at-risk students to determine the Tier II or Tier III supports necessary.	<p>Guidance counseling, visits with school psychologists, and visits with the social worker are on-going, and vary by student. Most of these at-risk students are visited daily, 2-3 times per week, or weekly.</p> <p>RTI Team meets bi-weekly.</p> <p>Lehman Interns meet with students 2-3 times per week.</p>

	<p>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.</p> <p>The school psychologists work side-by-side with the School Based Support Team (SBST.) As required, on assigned days with the school and team, they work with students and families who have been identified as being at-risk, academically, emotionally, and socially. One is a licensed monolingual, and the other a bilingual school psychologist. There is</p>		
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	<p>communication between the school psychologist, classroom teacher, guidance counselor, and administration.</p> <p>As stated 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 other-than urban environment. The social worker maintains frequent communication with the guidance counselor and administration to ensure an alignment of services. In</p>		
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	<p>addition, she manages a team of Social Worker Interns from Lehman College, who work with at-risk students.</p> <p>There is a NYC 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. The school nurse conducts sessions with students on health and nutrition, diabetes, and asthma as determined by NYC Health Department stipulations, and by student need. Students who are newly admitted to the New York City public schools are confirmed to have the full menu of immunization required for school, otherwise these students are excluded until their health status is assured. Academically at-risk students have their vision and hearing reviewed to ensure that these health conditions do not impact negatively on scholastic achievement.</p>		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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 2012-13 school year, 99% of our teachers are classified as “Highly Qualified”, with the exception of the following new teachers (who are enrolled in a Masters Program and our on their way to becoming highly qualified):

(Expected to be qualified by May 2014)

- Camille Corniel, Teacher of Grade 4 Special Education
- Travis Stump, Teacher of Grade 5 ICT

To ensure that current staff becomes highly qualified ongoing, on-site 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 citywide 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, and Data Coach will deliver professional development to teachers so that they can have a positive impact on student learning and achievement. A math AUSSIE Consultant has been hired to provide teachers with strategies for addressing high needs learners, particularly students with IEP’s. In addition, Network support staff provide teachers with additional support in Literacy and Math topics.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**  
**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 from Lehman College 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 in both paper and digital formats.

### **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 2012-2013 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2012.

Principal: Jacqueline Bailey

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

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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, offered in four subtests designed to measure language modalities of reading, writing, listening, and speaking. The exam is administered throughout the spring assessment window to ensure that students who are not present for portions of the exam complete the sequence of testing. Teachers of ELL 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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: <u>0</u>										

### 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, activities, 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 segment 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 next time we see him. The unit of TBE teachers is committed to their students, and recognizes their need for support from everyone at the school.

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 examination period. TBE teachers of these students are informed in the fall of their students' test status. With this knowledge in hand, the teacher can prepare an instructional program that meets standards known to be 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

## 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.

5c. Students in their fourth through sixth year of ELL instruction are tracked carefully. Trends in learning patterns, as exemplified by NYSESLAT benchmarks in the last three years will be assessed. Performance on each subtest, reading, writing, speaking, and listening, from year-to-year will be examined. Since these students will have qualified for NYS testing, this data and all records of assessment recorded in ARIS will provide important information to various constituent groups who can make instructional decisions on their behalf: administration, data specialist, literacy and math coaches, ESL and TBE teachers. Teachers will address the portion of NYSESLAT assessment that needs address based on correlates between raw and scale scores. As necessary, additional educators will be brought into the professional discussion, such as various members of the School Based Support Team, who addresses at-risk and special needs of students. The student may be brought to the attention of the Child Study Team. Additional interventions along the pre-referral spectrum may be put in place. Teachers may conference on the student during meetings which examine student work. Certainly, the parent will be involved all along the student's progress to support school efforts in the home. There are instructional materials that specifically address stylistic features and supposed content on state exams. These will be used to prepare students, as well as time keeping strategies that will help move students along to proficiency not only on the NYSESLAT, but on other state measures like the ELA and math.

5d. For long term ELLs who maintain this status beyond six years, the above process will be implemented, but holistic decisions will need to be made for this population of student who has not shown academic achievement despite the interventions named above. The urgency to attend to student lags to acquire English proficiency becomes greater, especially since this student will likely exist at the brink of promotion to middle school. More intense and closer interventions will take place. The teacher/student ratio will become smaller so that this student can meet promotional criteria. As promotional decisions are made, the administration will require that a portfolio be compiled, if this student is functioning at a high level 2 in either ELA or Math, but who has scored a level 1 on both, or either of these exams. The portfolio will be reviewed by the principal, approved or denied for submission to the superintendent, for a June decision. If the student is denied approval for promotion, then the student will attend summer school and take another benchmark exam in August to determine promotion once again. If the student fails to pass the exam, he will be retained at the school where ELL services will continue, but with at-risk interventions before an educational evaluation takes place on other learning issues that may be creating this gap in language learning.

6. As for strategies and grade level materials that teachers use to provide access to academic content that will address ELA, math, content area and native language standards, Learning Village is a huge resource that supports differentiation, building background knowledge and activating prior knowledge. Reading and analyzing informational texts, and writing opinions and arguments in response are other areas that will assist students. Supporting academic language and developing expression are important areas that ELLs have difficulty with, and may be addressed through the LV connect. See a description of the LV project in Item 3 above.

Making Meaning and its writing counterpart, Writing for Meaning by the Developmental Reading Center helps teachers deliver a balanced literacy program with material support. The read aloud, shared reading, word work, writing process, mini lesson of the teaching point, guided, shared, and independent practice may be achieved. There is a huge collection of books in each classroom, with additional collections in Book Rooms and the Library to be acquired. Each ESL and SETTTS teacher has a library of leveled and mixed genre books. Native language books are in each TBE classroom that span the genres, from fiction to content area and mathematics. Teachers and students share materials across classrooms and gradea.

To accompany and to further promote literacy, Title III funds were used to purchase listening centers for each TBE and ESL classroom. The new systems have the ability to play CDs as well as cassette tapes. This allows up to four students to work independently or cooperatively, to make the sound/symbol connect, to develop reading fluency, story sense, develop vocabulary, visualizations and the various text connection strategies available to promote understanding. Buddy reading between upper and lower grade students take place.

To further support literacy development, each specialist teacher to whom ELL students are programmed, has a literacy component in their instructional plan. Students have a literacy connection through read alouds, shared readings, academic language, and cross curricular teaching. This is provided for through our Science, Computer, Art, Graphic Design, Gym, and Library programs.

A good teacher tool that assists teacher to align instruction according to an Understanding by Design, (UbD,) construct is the Curriculum Frammer, as noted earlier. This is a technology based planning tool that allows teachers to develop units of study around Core Curriculum

## A. Programming and Scheduling Information

Standards. Since it is a living document, teachers may upload, or revise existing pieces. This tool may be accessed by specialist teachers and ESL teachers to support their planning in the push-in model of instruction. Specialist teachers have the cross section of grades in their program, and in order to make learning meaningful to students, specialist teachers need to work in line with what is being taught in students' homeroom classes.

Other strategies to benefit the teacher to address curricular needs for ELLs is the long-term Lunch & Learn program that meets weekly on Wednesdays. Teachers have studied UbD, analyzing student work, and differentiation. New strategies acquired through Lunch & Learn professional developments are applied to teaching and learning. Teachers meet during the common prep to align instruction, as well. Off-site professional retreats on Saturdays have pulled together constituent groups of teachers to return to school to turnkey information on analyzing student work and questioning, for example. The Inquiry Group has supported ELL instruction by examining trends in data.

7. In order to meet the diverse needs of ELL students school-wide, many teacher initiatives take place through planning for instruction. There is the alignment of instruction according to the CCS on Curriculum Framer. Collegial teams on each grade, and vertical planning via the Curriculum & Instruction Team takes place. On-site and off-site professional meetings equip teachers with research on best practices for all students, and ELLs in particular. In addition, there was a full year of professional development solely for TBE and ESL teachers in the last year. Learning Village, provided PD sessions and in-classroom support for teachers on how to implement various products, such as Destinations Reading and Math, from the Houghton Mifflin/Harcourt line. LV consultants involved teachers and students in demonstrated lessons. Estrellita, also cited in a previous text, provided on-site support for teachers to implement this native language literacy program. A third source of professional support for our ELL teachers was through our Network. Ms. Elie Soto, as our ELL liaison, provided monthly PD sessions for teachers in which mornings were devoted to looking at instruction via scaffolding strategies. Teachers shared lessons with each other to discuss best practices. Administrative walkthroughs with an ELL eye were conducted with the administration. Debriefings took place, with a reporting back to teachers aligned to LAP compliance. Many opportunities were provided to teachers plan together. In addition to the common preparation period scheduled for grade level units, there is also a common planning period for ELL teachers. New this year, is programmatic scheduling that will bring ELL students together for story telling and literacy building activities while their teachers are gathered around professional learning.

In regard to scheduling to meet the needs of ELL students, this population is mainstreamed with monolingual students at all levels. During the physical education period, in which there exists a literacy component, classes are intermixed so that TBE classes are scheduled with at least one other monolingual class for instruction. As PS 9 has two physical education teachers, we are able to program students in this way. During the lunchtime, LEAP provides three instructors who take small groups of students for drama, arts & crafts, board game, and group game play. This opportunity provides for plentiful language learning. A second component of the LEAP program is called, "Dance Around the World." This program for third and fourth graders allows for 27 sessions throughout the year in which students productions are themed around "Bollywood" and "Hoe Down," for example. A final LEAP component this year is musical keyboard learning. PS 9 has purchased at least 16 keyboards for this purpose. LEAP is rich in language learning.

School-wide programs that are community-minded, growing a care for others include Penny Harvest, which donates collected pennies to a charity that students choose by sitting on a school committee. Toys for Tots and a letter writing campaign to veterans is headed by a former Marine who is a teacher in the school. Tiger Day, LINC sponsored, provides for a period of reading marathon in which the second grade winner receives a family pass to the Bronx Zoo. Part of this program includes a host of guest readers from the community who visit with each class. Accompanying the readers is a tiger-dressed character who prompts student talk. LINC also sponsors a Wednesday tutoring morning in which middle school students arrive to work with students throughout our school. LINC will also offer Wednesday after school tutorials for our second and third graders. In-house, we partner fifth and first graders for buddy reading. Other school initiatives that include our ELL students is the Principal's Book Club, a year-long informal program that leads students through readings like "A Series of Unfortunate Incidents," by Lemony Snickets. A Yearbook Committee involves students in an exciting way to build language as they work on theme and build yearbook collections, even photographs. PS 9 has a drama club led by an art and homeroom teacher. Last year's production was "The Lorax," by Dr. Seuss that included script writing and sets. Finally, a club offering following the standardized exams offers many different sports to encourage a healthier lifestyle, and as with all instructional environments, is fully immersed with language. New this year is a 7:00 AM sports offering, basketball, voluntarily led by one of our physical education teachers. The physical education teacher who leads this program is male, Spanish bilingual, and of Hispanic descent, offering a positive role model for students to aspire.

**Courses Taught in Languages Other than English [i](#)**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

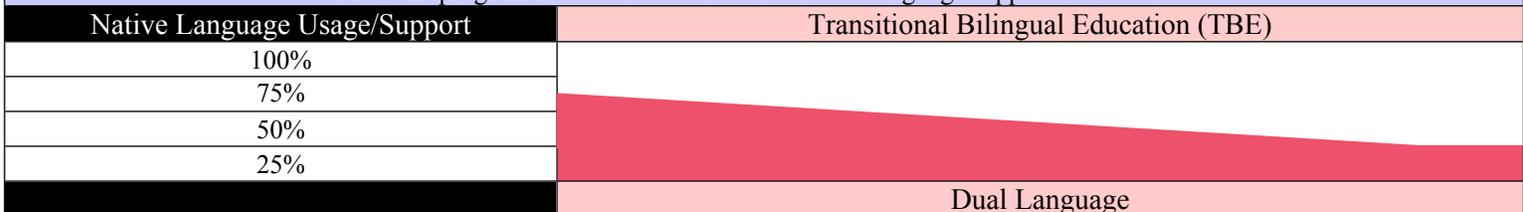
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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?

Paste response to questions 8-17 here

8. Targeted intervention programs for ELLs at PS 9 include Rigby's "On Their Way to English," components of which included leveled readers. Avenues is another program that has offered our students success based on student response and teacher feedback. Learning Village, as described and noted above, allows for differentiation. One of the program's aims is to bring student learning to the twenty-first century through the use and application of technology. This allows for all-student learning since though the majority of our students have computers at home, there are still pockets of students who do not. LV resources for students, teachers, and parents are described in a preceding section.

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-technology based planning tool will allow teachers to build a strong year-long ELL instructional program through backward planning. We are also building on teacher and parent use of ps9online.org, the school website with a host of resources for each constituent group in the school, including students.

11. Imagine Learning, a technology based literacy tool, has been discontinued, however the opportunity to renew and/or purchase new licenses for school use exists. This is due to the lack of funding to support the purchase of individual licenses that are attached to individual computers. The fact that the program was tied to only just a finite number of computers in the school, made access to all difficult. As such, it did not prove itself to be cost efficient, not instructionally effective in this regard. We were able to fund a third, licensed ESL teacher on a per diem basis in the last academic year. Due to decreased funding on all levels, we will not be able to continue the same kind of programming. As a result, our free-standing ELL program is more heavily a pull-out than push-in program this year.

12. PS 9 is particularly cognizant of our student population at one-third ELL comprised. We ensure that there is equity to access for all parents and children. Starting with our parents, we ensure that all material that is sent to the home is available in two languages. Translation and interpretation is available by a range of PS 9 staff. Teachers, parent coordinator, PTA members, secretaries, school aides, teaching and social work interns, and guidance counselors can speak Spanish. Well-attended Meet the Teacher has an opening assembly that is presented in two languages. Breakfast with the Principal, alternated with Dinner with the Principal, is presented in two languages as well. Parents feel welcome and informed as a result. Parents receive information on a range of topics from instructional, as each teacher presents a beginning of the year program to inform parents about curriculum. Parents are informed about compliance as pertains to Title I, ELL and Special Education issues. Parents are informed about school-day, after-school, and recess programs. Finally, we welcome parents' questions and search for information to support their children.

13. Instructional materials including technology include the following. Rigby's On Their Way to English, Hampton Brown's guided reading series, Learning Village, as described above that features no fewer than 12 HoughtonMifflin/Harcourt product lines, and Estrellita,. Just some of the technology resources that PS 9 uses are Starfall and My Own Reader, both internet websites that offer interactive literacy programs to students. Students can read along silently, or be read to in a read aloud situation. Techsmith and Jing offers photos that can be transported similar to Snagit. Pupilpath and Skadoodle are additional examples of technology based resources for students. Vocabulary Builder, newly purchased in the last year, offers small group instruction with guided and lapbooks that differentiate for ELL students on Beginner, Intermediate, and Advanced levels while achieving the same instructional goals. Finally, whole class access to Smartboard functions can be gained through a specially designated classroom by Learning Village funds.

14. Native language support is provided through each TBE teacher in the classroom. Native language language arts, and instruction in the content areas is delivered in this way. Native language library collections are housed in each TBE classroom, in the school's library, and in select classrooms.

15. As the basis for differentiation, each ELL student receives the required number of minutes of ELL instruction according to LAP guidelines, represented in the preceding charts. Teachers study data on all fronts from NYSESLAT, ELL Interim Assessment, ELE, standardized NYS ELA, Math, and Science exams to further differentiate accordingly. Additional information taken from classroom observations, conference notes, and other qualitative data is looked at to make decisions that correspond to developmental levels of students according to age and grade. CCS are referenced at all points.

16. For pre-kindergarten and kindergarten students, there is a pre-enrollment period in the spring that allows the school to know of preliminary placement information. Next, since the enrollment period for new students does not begin at the school level until two days prior to the start of school, before-school practices to welcome and ease the transition for newly arrived students is minimal. It is at the start of the first day of school when all school personnel, including paraprofessionals, guidance counselors, School Based Support Team staff, and all Specialist teachers meet and greet children and parents in the school yard. Parents have lined up to seek answers to their questions from staff assigned to particular grades, easily identifiable by hand-held signs. This procedure at the start and end of each school day, for at least the beginning week of school is well established and allows for the smooth functioning of school processes during this busy period. Classroom teachers quickly establish a relationship with class parents, making sure that a system of communication is established. Newly enrolled students are paired with a buddy to ensure that the student is welcomed and becomes familiar with the campus, routines,

practices, and key staff at the school. For students whose home languages are other than Spanish such as Arabic, Albanian, French, and varied African languages, we make sure to introduce them to a peer or a staff member from administrative to custodial to ease the transition.

17. Since we are an elementary school, we do not offer language electives for our students.

### **C. Schools with Dual Language Programs**

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

Not applicable to PS 9.

## 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, professional 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 how scaffolding strategies could grow student understanding and achievement 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 curriculum 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 facilitates 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, they 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 opportunities that teachers of monolingual students receive.

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.

## 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
5	4	4	20	5	9	6	0	0	48

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 have comparison data, as the 2010 - 2011 NYSESLAT was their first testing year.

NYSESLAT GROWTH 2010 - 2011 (INCLUDES 5<sup>th</sup> GRADERS WHO HAVE SINCE GRADUATED)

GRADE	MOVED UP 1 LEVEL +	MOVED DOWN 1 LEVEL	MAINTAINED LEVEL	N/A NO COMPARISON DATA
1	24%	2%	49%	24%
2	27%	11%	35%	27%
3	24%	4%	52%	20%
4	33%	7%	42%	19%
5	40%	0%	42%	19%

Across modalities and grades, the research reveals that the ELL student is deficient in the writing modality. This appears to correlate with listening and speaking modalities being receptive language skills that are acquired first. As the sound-symbol connect is made, reading skills are developed. Then as an expressive language, writing is the most difficult to acquire since it involves the transfer of language from English to Spanish, and Spanish to English processes. The student must apply himself as he adds spelling and punctuation, and nuances of the language like idioms and other figurative language to demonstrate fluency in the English written language.

Despite what the research shows, however, PS 9 Reading and Writing data shows the relationship between years enrolled and growth in proficiency in writing. Greater numbers of students score at the Advanced level in the upper grades. As expected, lower grade students become proficient at a quicker pace than upper grade students when less social and emotional factors impact language learning. Additionally, instruction becomes more content specialized as students move through the grades, rather than a thematic, cross curricular approach in the lower grades providing greater immersion in the language through many senses and modalities.

As stated, incremental gains can be seen across the grades with decreasing numbers of students remaining at beginner levels, relative to the number of years enrolled in an English language school system. Although there is a range in proficiency levels across all modalities, there is generally greater strength in listening and speaking modalities than in writing. See above. Students' receptive language skills are greater than their expressive written language abilities.

3. Student performance on NYSELSAT modalities of listening, speaking, reading, and writing support instructional decisions that the administration has made. Four goals that have been articulated for school-wide address are questioning and engagement, increasing academic language and vocabulary, increasing the stamina and complexity in writing, and using technology in the classroom. These goals are aligned with the demonstrated needs of our ELL population. Developing higher order thinking through deeper questioning and engagement through questioning, will provide students with the tools for oral and written communication. With an increased language base, student writing will become more complex with students demonstrating an increased stamina to produce a document that is based on a rich, content based vocabulary; Tier II words. Another major focus this year is looking at student work. Student work will identify additional or different trends for address through teacher planning that differentiates instruction accordingly. With the teacher's attention to modality needs, this potentially leads to greater and more focused skills work to effect student proficiency.

4a. In addition to examining NYSELSAT data as cited above, a look at New York State ELA data shows the following. Across grades 3, 4, and 5 the greatest numbers of ELL students score at Levels 1 and 2. The numbers show that 37.7% of total ELLs across these grades scored at a Level 1. Further, 49.2% of students in these grades scored at Level 2, with 8% achieving at Level 3, and 0% at Level 4.

At another level of evaluation, ELA data shows that students are doing better as it is apparent that the longer a student is enrolled, the greater the achievement he makes in reading and writing. In a sense, this is false data since although the ELL is faring better, he is still below grade level expectations. For example, there is a decrease in the number of students scoring at Level 1 as the student progresses through to grade 5. For example, there were 21 Grade 3 students at Level 1 and 18 students at Level 2. In Grade 4, students decreased at Level 1 with just 12 students, and increased at Level 2 to 18. There were six students who scored at Level 3 where there was only one student who managed a Level 3 in Grade 3. The same trend is revealed in Grade 5 with 13 students at Level 1, 24 students at Level 2 and

just 3 students at level 3. This may be an indication that more academic language and study skills are required.

In math, as the data shows, across the board in mathematics, students who took the NYS Mathematics exam in their native language, (Spanish or otherwise,) performed better as evidenced by the higher percentage of students who scored a Level 3 or 4, compared to students who took the exam in English. Please see the following data:

#### NEW YORK STATE MATHEMATICS

GRADE	LEVELS 1 & 2 ENGLISH/NATIVE LANGUAGE	LEVELS 3 & 4 ENGLISH/NATIVE LANGUAGE	TOTAL* E/NL
3	76%/68%	24%/ 31%*	30/16
4	95%/60%	5%/40%*	23/20
5	72%/59%	28%/41%	33/15

The total reflects the number of students who took the math test in English vs. Native Language.

In regard to the ELE, the native language reading test, if quartiles are equivalent to ELA levels, the data shows the majority of students in the second and third quartile. 50% of students are performing in the 1<sup>st</sup> and 2<sup>nd</sup> quartiles. 50% are performing in the 3<sup>rd</sup> and 4<sup>th</sup> quartiles. This indicates that half of the students who took the ELE demonstrate proficiency in Spanish. This data informs why students who took the math exam in their native language may have out-performed ELL students who took the exam in English, as 50% took the exam in the language where they demonstrate proficiency. A discrepancy between the number of ELLs eligible for testing, and those who took the ELE is due to the number of students who have graduated, or have been discharged from PS 9 whose data is no longer available for our evaluation.

4b. Teachers can access the results of the ELL Periodic Assessments after five business days upon the scoring center's receipt of answer documents. Teachers have the opportunity to access ARIS as well. Since the ELL Periodic Assessment loosely mirrors the NYSESLAT except for the speaking portion of the assessment, the results could help a teacher in planning for instruction that will prepare the student to show achievement on the NYSESLAT exam. These results studied alongside NYSESLAT data, have the potential for powerful planning that meets the needs of students to bring them over to proficiency. The data specialist is also privy to the information that can influence programmatic decisions by the administration to address specific needs of students. ELL periodic assessment data is used along with other informal assessments named in this document like Acuity interim assessments, DRA, and other diagnostic and evaluative measures to differentiate instruction for students. With data in hand, ELL teachers as a unit address and plan for language and literacy instruction. Grade level teachers work together to address and ensure that CCS are met, so ELL data informs practice in these ways.

4c. From data ELL student performance on periodic assessments, PS 9 has the opportunity to use timely data to prepare for teaching that addresses what will be assessed on state measures like the ELA, Math, Science, and NYSESLAT exams. Language is no longer a barrier to instruction that must take place at whatever level of instruction the child exists. Therefore if low student achievement still exists despite access to home language test instruments, the issue apparently pertains to the quality of instruction at the school level. As such, this is the reason for the range of professional development opportunities available to our teachers. Led by the administration, math and literacy coaches and consultants, the data specialist, and teachers within, the PS 9 instructional staff has many doors of opportunity available to address achievement for all. As pertains to native language, PS 9 is compliant with LAP guidelines for content area instruction and the language arts. Best practices for environment are in place, such as the separation of language by color coding, and the availability of instructional materials like books and charts, for students. Students are comfortable to respond to, and ask questions in their native language, as necessary. The acquisition of a new language does not surpass the importance of the student's native language.

5a. Not applicable.

6. How do we evaluate the success of our programs for ELLs? The ultimate measures are standardized and pertain to student academic performance on formal exams like the New York State ELA, Mathematics, and Science exams. To gauge language learning, there is the NYSESLAT exam which is all important. Lesser assessments are the range of periodic assessments, for ELL and monolingual students, and the ELE, native language reading test. PS 9 certainly looks to effect data as we show on the tables above where there are decreasing numbers of Level 1 students, with increasing numbers that roll from Levels 2, 3, and 4. We look for a progression of language learning that

moves students from Beginner to Advanced levels of performance. Where the progress becomes stagnant is where we stop to examine practices, and redirect and restructure programs; where professional development and parent involvement needs to change. Apart from the statistics, the demonstrated behaviors that measure ELL program success are students who can read, write, and speak English effectively. They can carry out responses to hearing spoken English. They are able to converse, appeal, command, and communicate a position or need. The whole child is developed so that there is not only success in academic areas, but in social and emotional growth as well. Success can be seen in a celebration of native language and American culture while having acquired the influence of the same.

### 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		
	Other		

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	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..

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 9	DBN: 10X009
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 0

## 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:

As funding for supplemental funds indicate, direct instruction will be used to support language development in English and in the native language, high academic achievement in math, and in other core areas. These services will complement bilingual and ESL efforts that students are afforded during the regular school day. These services will be provided in the contract of an after-school program, delivered by licensed and certified teachers in bilingual education, ESL practices, and core instructional areas. The program will be scheduled as appears below.

The rationale of our Title III program is to improve the academic achievement of our English language learners at the same time as improving the language proficiency of students that will be measured on performance tests such as the NYSELA, Math, and NYSESLAT tests. For our fourth graders, that would include the NYS Science Written and Performance Tests.

Target subgroups to be served include NYSESLAT students who are at the Advanced Level, at the cusp of proficiency for the first or multiple times as data shows, but for whom the gap to proficiency has been unattainable. Another group of ELLs includes the student populace who has remained at the same proficiency level for two or more years, at a stop-gate to greater language proficiency. It is also the desire of the program to serve the SIFE population, whose time enrolled in an USSS, (ELSS,) is greater than allows for an ELA exemption.

Materials to be used include Benchmark Education leveled books in the content area. For example, in science, books about Life Cycles at Levels F through H around the Big Idea of “Readers learn about the stages in the life cycle of a frog, from egg to tadpole to frog” would be used. Instructional objectives achieved would be for students to sequence events, monitor reading by asking questions, utilize text and graphic features, summarize the information in a book, answer text-dependent questions, and respond to the book.

In math around the theme of subtraction, Big Ben Helps the Town, is a tall tale in the selection of levels F through H books that would help students distinguish between real and make-believe, monitor their reading by visualizing, and utilize text and graphic features. In Social Studies around the theme of World Communities, Sharing Our Stories, at Level J, level-differentiated work would also allow students to approach comprehensible text with strategies that can be transferred to deeper text.

Zaner Bloser’s Voices Literature & Writing uses read-alouds to provide equal access through culturally responsive literature with titles such as Where We Come From, Understanding Cultures, Solving Community Problems, Building Strong Bonds, Meeting Challenges, and Making Ourselves Heard. The four modalities of language development will be met as oral language is strengthened, vocabulary is

## Part B: Direct Instruction Supplemental Program Information

deepened, and comprehension develops. Mini lessons from models of literature will be used to build a culminating process-based writing project.

Teachers will also access Appendix B of the Common Core Library to further differentiate for their students, as well as provide practice with readings in materials such as Buckle Down and Test Ready.

Based on Common Core aligned components of the ELA exam that we expect students to be measured by, Title III teachers will seek to build stamina in students so that they may approach lengthy passages in a comprehensible way. Students will have plenty of practice with deconstructing shorter texts before applying the same skills and strategies to longer passages. This would mean reading for details that would provide meaning to the totality of text presented, using multiple details in defense of the response they propose, and making inferences according to key words from the passage that prove events, steps, or character' actions.

Based on the student data, Title III teachers would address misconceptions garnered by students from reading the question that is posed. For example, if a student is asked to write an essay that includes an introduction and conclusion, it does not mean to retell the story. Teachers would focus on helping students understand that short answer responses may feed into the types of responses that are required for longer writing. During the Title III instructional block students will be given more time to engage in independent reading. You cannot become a better reader if you do not practice that skill. Attention to language development by instructing on sight and spelling words, vocabulary building, grammar, and punctuation would be given. Idiomatic language, comments grounded with great detail, and the opportunity to explain their thinking by referencing the text will be addressed. Timed work will be characteristic of student activities.

2012 – 2013 After -school

Teacher per session (Reimbursable with fringes)

$\$50.19 \times 5$  teachers

$\$50.19 \times 4$  hours per week per teacher

$2$  hrs/day  $\times 2$  days =  $\$200.76$

$\$200.76 \times 5$  teachers =  $\$1003.80$  per week

November 27 – April 10 = 15 weeks

(1 day each week following Winter and spring recess = 16th week)

$16 \times \$1003.80 = \$16,060.80$

Supervisor per session

(Reimbursable with fringes)

### Part B: Direct Instruction Supplemental Program Information

\$52.52 x 4 hours per week = \$210.08

x 16 weeks = \$3361.28

(\$16,060.80) + (\$3361.28) = \$19,422.08

### 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: Rationale

Teachers will build on professional skills enhanced by a longitudinal program of professional development to serve all teachers, but herein, teachers of English Language Learner (ELL) students. Strategies and approaches, specific to how language develops in each of the four modalities will be addressed. Teachers will use standards based exemplars to inform instruction, with the common core as the basis to which student achievement will be held. There is a school-wide thrust on vocabulary development, in the provision of schema to build language, quite appropos to the ELL population. Teachers will be sensitized to qualitative aspects of educating ELL students where English may or may not be spoken in dialect. Increasing communication to forge the home-school connect will be addressed as well.

Teachers to Receive Training

Teachers who serve ELLs , clearly identified by the NYCDOE screening, ATS system reports for transfer students, and NYSELSAT data, will participate in the following professional development opportunities. This will include teachers who provide direct instruction to ELL students: transitional bilingual education teachers, English-as-a-Second Language teachers who provide instruction in self contained, push-in, and pull-out scenarios, Common Branches and Specialist teachers who instruct students in free-standing ESL programs. This extensive professional development program will be in place for the five identified Title III teachers, with expectation that new and renewed learning be implemented to effect language development and proficiency.

With the purchase of PDINFOCUS, a user friendly online professional development system, teachers will be able to be scheduled as a block, collegial pair, or individual to enhance instructional practice. "The Premier On-Demand Tool for Educators" will be an anywhere, anytime professional tool that teachers can use. Teachers can be self-directed, and may be directed by supervisors, staff developer, ELA and Math Coaches to topics that will enhance individual teacher practice. In this way, like students, teachers will participate in a differentiated program of professional development. Offerings particular to teachers of ELLs are available. Classroom Management, The Art and Science of Teaching, Differentiated Instruction, the Common Core, Special Populations, and Learning Theories are the broader bands from

## Part C: Professional Development

which professional development programs can be selected. PS 9 has clearly identified a program of professional enhancement from these bands for teachers to pursue. Program duration will vary depending on the topic, but will always be preceded and followed up with professional learning communities, facilitated by the school Staff Developer, ELA or Math Coach, ELL Supervisor, Assistant Principal, or Principal, as applicable.

### CFN Network 109 Instructional Support

Teachers of ELLs students have been participating in a year-long program of professional development led by Ms. Caterina DiTillio, Deputy Network Leader, and Ms. Yehonlea Ortiz, Instructional Coach and ELL/RTI Specialist. Additional network team members who are well versed in content area instruction will facilitate sessions, as well. These professionals include network level, ELA, math, and Special Education coaches. There have been three sessions thus far in these beginning months of school that specifically target ELL instruction. An extensive menu of PD offerings across content areas to benefit the ELL and immigrant student population has been and will be offered throughout the year. Sessions have addressed AAMOs, offering support for planning and program to the administrative team. The same topic was addressed with teachers and using the data to plan for instruction. How to write language and content objectives followed with the next session in the series, proposed to be a demonstration/model lesson by the Deputy Network Leader for teachers in this group. Differentiated ELL PD, teacher-by-teacher, will be scheduled by the network ELL liaison to support our ELL teacher populace. As the year unfolds, teachers will become more proficient at how to deliver instruction based on practice informed by qualitative and quantitative data with targeted AAMO goals. Standards based work will be the exemplar that teachers will hold at the fore as they work their students to proficiency.

### Estrellita Native Language Literacy Program

Teachers in Grades K through 2 will continue to receive on and off site support to instruct students in their native language. Research has shown that native language fluency enables students to apply cross-over skills to English language acquisition. As such, because of an increasing number of older elementary students who arrive without requisite formal education, PS 9 has engaged an upper grade teacher to be trained in implementing this program. Ms. Stella Sanchez from the Office of ELLs, continues to be the central office facilitator, providing professional materials and instructional resources to our school. Ms. Ileana Ordonez has been the on-site consultant who provides walk-through program support. This year, Estrellita training will be offered to an upper grade TBE teacher to address the needs of an increasing number of older elementary students who lack literacy in their native language.

### Learning Village (LV)

#### A Centralized OELL/NYC Network for Educating Collaboratively through Technology

Teachers will continue to apply resources gained from a two-year professional development program in this venture between OELL and Houghton Mifflin/Harcourt. Teacher training from Raymond Borno, Jeffrey Homan, Lydia Gonzalez, Robert Finnegan, and Lisa Gursel. Teacher skills and strategies gained from this program will continue to be implemented. Teachers such as Berna Sifonte and Carmen Perez who have participated in off-site training have an added interest and ability to transform instruction

## Part C: Professional Development

through technology, the core of Learning Village. They will serve as liaisons for teachers to help facilitate technology and instructional needs for their peers. The singular Smartboard that the school was initially gifted with through this partnership has been augmented by Smartboards in nearly every classroom in the school. All classrooms have PCs and MACs. Ipads are used in all grades by teachers and students alike. Destination Math, a program of intervention identified by the OELL, is directly available for teacher and student use. Purposefully, Ms. Sifonte is also the school's web master and technology specialist.

### PS 9 Technology Program for Teachers

Ms. Berna Sifonte has developed a year-long program of professional development for teachers. As the announced program indicates, there are fall and spring semester offerings on-site, for teachers throughout the day and school year at various times in order to accommodate teacher schedules. Using your eChalk Account, Smart Board Notebook 101, ipads in the Classroom, How to use a Document camera, Effectively Integrating Technology in your Classroom are some of the offerings. With this ability, teachers are able to access and use resources for our immigrant student population. Teachers will be able to facilitate student use of various technologies.

Additional on and off-site programs for teachers will be scheduled, including consultants from AUSSIE Math and RTI by OELL facilitators. A partial listing that does not include AUSSIE, the school's extensive PD program, and informal meetings with teachers, appears below.

### Professional Development Series For Teachers of English Language Learners (ELLs) 2012 - 2013

September 19	What the Data Says About Our ELL Students	All TBE and ESL
October 10	Language and Content Objectives for ELLs	All TBE and ESL
October 12	Co-teaching: How to Have a Successful Push-in ESL Workshop	Ms. Lancut
October 18- 19	Introduction to Estrellita	Ms. Corniel
October 30	Estrellita Refresher Workshop	Ms. Morfe
October 23	RTI for ELLs at the NY Academy of Medicine	Ms. Tsang/Ms. Cuba
November 2	ELL Teacher Intensive	All TBE and ESL
November 6	City-wide ELL Literacy Conference: Meeting the Challenge with Success: Strengthening Instruction for ELLs (cancelled due to Hurricane Sandy)	All TBE and ESL
November 6	What the Research Says and Does Not Say About ELLs and Rubrics Assessment by Modality	All TBE and ESL
November 15	Effective Co-Teaching Models for Push-in Instruction	Ms. Lancut., Ms. Lockwood, Ms. Rodriguez
November 19	Reflecting on Instructional Practice	TBE and ESL

### Part C: Professional Development

November 28	ELLs in RTI Series	NY Academy of Medicine
12/12, 2/5, 3/8	Math and ELLs	Ms. Kelly, Mr. Frias, Mr. Sautner
November 28	ELLs in RTI Literacy	Ms. Tsang, Ms. Cuba, Ms. Allen
November 29	Reading and Writing Non-fiction: Implications for ELLs	Ms. Tsang, Ms. Cuba, Ms. Allen
November 30	ELLs in RTI Math at the New York Hilton	Ms. Tsang, Ms. Cuba, Ms. Rerrie
December 6	Instructional Planning for ESL: Push-in and Pull-out #1	Ms. Tsang, Ms. Cuba, Ms. Lancut, Ms. Lockwood
December 7	CFN Network 109 ELL Liaisons	Ms. Tsang
December 11	ELL Shadowing as a Catalyst for Change: Fordham University	Ms. Corniel
December 11	Instructional Planning with ESL Teachers #2	Ms. Cuba, Ms. Lancut, Ms. Lockwood
December 14	RTI Institute at NYU: Language Diversity & Literacy Development: Effective RTI Systems to Support ELLs	Ms. Tsang, Ms. Torres, Ms. Corniel
December 19	Instructional Planning with ESL Teachers #3	Ms. Cuba, Ms. Lancut, Ms. Lockwood
January 7	How to Have a Successful Push-in ESL Model	Ms. Lancut, Ms. Barnes

### 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: Research clearly shows that parent involvement supports student achievement and progress in school. Involvement includes acquiring information, skills, and strategies to manage their own and their children's education. PS 9 has been successful in increasing the participation of ELL and immigrant parents by Breakfasts with the Principal and Welcome orientations that are bilingual events. We have purchased individual translation devices that allow for simultaneous translation of presenter's content. Parents are informed spot-on.

## Part D: Parental Engagement Activities

During the Saturday Academy, funded by the Title III Immigrant Funds Supplemental Program for Immigrant Students, parents will be engaged in a technology program to build and develop technology skills for themselves, and with their children. We have a well equipped technology room that will allow for parent and student participation. Home-school celebrations like publication parties, holiday and spring festivals, and multi-cultural day involve our parents. School-wide Field Day for upper and lower grades involve parents in the planning and realization of the event.

### 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.

The following describes additional efforts to engage parents of ELLs.

#### 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. The goal is that 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.

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

As described above, 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

## Part D: Parental Engagement Activities

Fair, there will be opportunities for parent involvement to that end, as well.

### Classroom Learning

In a beginning narrative above, 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/Staff Developer, Kattia Cuba, will be involved. The ELA Coach/ Early Childhood Specialist, Janet Allen, Technology Specialist, Berna Sifonte and Math Coach, Claudia Rerrie will deliver information. The ESL teachers, Margolata Trojnar Lancut and Amanda Lockwood, Parent Coordinator, Mara Linda Resto, will participate. School nurse, Ms. Ellis, 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.

### Workshop titles will include

- Effective Discipline for Reducing Misbehavior – Part 1

Friday, January 25, 2013 8:30 AM Mini Building Cafeteria

- Effective Discipline for Reducing Misbehavior – Part 2

Friday, March 22, 2013 8:30 AM Mini Building Cafeteria

- Routines and Responsibilities

Friday, February 22, 2013 8:30 AM Mini Building Cafeteria

- Biculturalism:

**Part D: Parental Engagement Activities**

Breakfast with the Principal, date TBA

- Parent Involvement:

Friday, January 11, 8:30 AM, Mini Building Cafeteria

- Promoting Children’s School Success:

Breakfast with the Principal, date TBA

Additional parent workshops are in discussion with the Staff Developer, and Literacy and Math Coaches to grow parent understanding on curricular trends and expectations

Parent representatives on the School Leadership Team have received information on agenda items. Thus far, these include items such as the Quality Review: rubrics and process, School Culture, CEP: purpose, procedure, areas of address, Academic Afterschool: purpose, how Technology Grant from the Borough President is addressing 21st century learners, senior class activities, Honor Roll, Attendance Improvement Plan, Mission Statement, School Pride.

**Part E: Budget**

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

Allocation Amount: \$27904

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	•	

**Part E: Budget**

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

Allocation Amount: \$27904

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		