



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 9 SARAH ANDERSON
DBN (i.e. 01M001): 03M009
Principal: DIANE BRADY
Principal Email: DBRADY1@SCHOOLS.NYC.GOV
Superintendent: I ALTSCHUL
Network Leader: LUCIUS YOUNG

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Diane Brady	*Principal or Designee	
Melissa Murphy	*UFT Chapter Leader or Designee	
Natassa Romanou	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Leigh Warren	Member/ C0-Chair Teacher	
Joanna Freedman	Member/ Teacher	
Elizabeth Pena	Member/ Teacher	
Abigail Silber	Member/ Teacher	
Karen Kitz-Clancy	Member/ Parent	
Diane Downs	Member/ Parent	
Tracy Gary	Member/ Parent	
Kristen Berger	Member/ Parent	
Yadira Jimenez	Member/ ParentTh	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

75-80% of all PS 9 students will meet the required grade (or IEP determined level) Fountas and Pinnell reading level in their June book level report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing the Progress Report results and looking at the State Test Scores in ELA for last year, we have identified this as a priority.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

- 1) Continue the certification process for all K-3 and key support staff at the Orton-Gillingham Multi-Sensory Institute this year (August/September).
- 2) Administration collects assessment results from all literacy staff and graphs book levels 3 times to determine at-risk students;
- 3) Reading support staff assigned to at-risk students (September - June)
- 4) Families will receive 2 "book level letters" during the year which outline the book level and the strategic foci for each child
- 5) Saturday Academy Grades 3-5 state tests & Extended-day remediation for grade 1-5 at-risk students in jeopardy of losing value-added growth;

B. Key personnel and other resources used to implement each strategy/activity

- 1) Administration schedules and identified K-2 teachers complete certification by September.
- 2) Administration/Coach and graphs for analysis;
- 3) Literacy staff sets schedule of At-risk after staff analysis;
- 4) Coach and administration provide classroom teachers the letters to send;
- 5) Teachers identify at risk students in RTI and administration schedules dates/staff and notifies families;

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) By January 2014, ensure that 50% of identified K-3 staff has been trained at the Orton-Gillingham Multi-Sensory Institute;
- 2) November, January, and April collection of assessment results demonstrates that literacy staff is administering assessment identified at-risk students
- 3) Quarterly review of at risk students show that the reading support staff is providing effective instructional support.
- 4) Mid-year review and random meetings with families will show that 100% of families have received the information for their child
- 5) Quarterly review of formative assessments for students in remediation show incremental growth quarter to quarter.

D. Timeline for implementation and completion including start and end dates

- 1) August/September certification sessions scheduled and completed.
- 2) September/October, December/January and May/June 2013-14;
- 3) Ongoing in RTI sessions 2013-14
- 4) January 2014 and June 2014
- 5) Saturday Academy Grades 3-5 state tests (four Saturdays in March 2014 & Extended-day remediation for grade 1-5 January/Feb. 2014);

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1) Funding from NCLB scheduled in Galaxy for training and registration by administration;
- 2) F&P/Running Records administered by staff and results graphed by coach and posted for analysis;
- 3) RTI sessions of grade level teams weekly identify groups for support throughout the year;
- 4) Coach prints letters and teachers select by book level and provide in report card;
- 5) Funding from Tax Levy and Title III scheduled by admin. In Galaxy, Postings to select staff posted for UFT selection as per contract, Administration sends letters to families;

Strategies to Increase Parental Involvement

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).

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NCLB Funding

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The SLT will increase the "engagement score" on the school survey by .2-.4 % in the Spring of 2014 by increasing the number of opportunities for parents to participate in classroom activities: Sept/ Oct., Nov., Jan./Feb and April/May.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After analyzing the results of the 2012 -2013 Progress report we have identified this as an area of need.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Classroom related to educational practices and student celebrations (4 visits per grade) Sept/ Oct., Nov., Jan./Feb and April/May of 2013-14
2. Cluster/specials presentations for PA meetings (Oct, Feb. March, April)
3. SLT will create the survey for the 2013– 2014 school- year November

B. Key personnel and other resources used to implement each strategy/activity

1. Administration and teachers schedule classroom related to educational practices and student celebrations (4 visits per grade).

<ol style="list-style-type: none"> Schedule cluster/specials presentations for PA meetings (Oct, Feb. March, April) SLT creates the survey for the 2013– 2014 school- year November
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> By March each grade will have had two celebrations related to educational practices. By February half of the cluster staff will have presented to the PA. By the end of February the in house SLT survey results will be provided to the community.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Schedule classroom related to educational practices and student celebrations (4 visits per grade) Sept/ Oct., Nov., Jan./Feb and April/May of 2013-14 Schedule cluster/specials presentations for PA meetings (Oct, Feb. March, April) SLT creates the survey for the 2013– 2014 school- year November
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Schedule classroom related to educational practices and student celebrations (4 visits per grade) Sept/ Oct., Nov., Jan./Feb and April/May of 2013-14 Schedule cluster/specials presentations for PA meetings (Oct, Feb. March, April) SLT creates the survey for the 2013– 2014 school- year November

Strategies to Increase Parental Involvement

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).
<ul style="list-style-type: none"> schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
The performance score on the 2014 Mathematics State Test will increase by 2-4%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After analyzing the results of the 2012 -2013 Progress report we have identified this as an area of need.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Students will be identified as at-risk by classroom teachers through formative assessments (exemplars) and unit summative tests assessments in RTI sessions ongoing 2013-14).

- 2) Whole School Action Plan (WSAP) monitored and revised by school staff three times during the year (October ,January , May/June) Teachers will review student progress regularly through formative assessments and unit assessments.
- 3) Consultant/Network October/December/January to support for teachers in Common Core Mathematics, Number Talks and formative assessment practices to increase and deepen their understandings.
- 4) Saturday Academy March/April and Extended day remediation January/Feb and May 2014 for ELL students and students identified at-risk of not meeting the grade level standard.

1.

B. Key personnel and other resources used to implement each strategy/activity

- 1) Teachers and administration analyze formative assessment in scheduled RTI sessions;.
- 2) Whole School Inquiry Team will review student progress regularly through formative assessments and unit assessments.
- 3) Consultant/Network Staff hired through NCLB funds or Network support
- 4) Administration schedules funding in Galaxy and posts via UFT contract staff positions and staff identifies students and sends family notifications;.

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) January meetings scheduled with each classroom teacher and administration to discuss the progress and action plan of all students identified at-risk.
- 2) January the school Inquiry teams will review grade progress through examination of formative assessments and unit assessments.
- 3) By February each grade will have two professional development sessions with the consultant to monitor and revise CCLS units.
- 4) By February the school will have provided one cycle of extended remediation to identified at-risk students.

1.

D. Timeline for implementation and completion including start and end dates

- 1) Monthly in RTI scheduled sessions;
- 2) Monthly in RTI/Cross-grade inquiry teams;
- 3) Scheduled sessions in fall and winter with outside consultant will be completed for unit review with coach and administration.
- 4) Winter cycle of remediation will be completed for February book level review. Spring cycle of remediation will be completed by the end of May for book level review.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers and administration analyze formative assessment in scheduled RTI sessions;.
2. Whole School Inquiry Team will review student progress regularly through formative assessments and unit assessments.
3. Consultant/Network Staff hired through NCLB funds or Network support
4. Administration schedules funding in Galaxy and posts via UFT contract staff positions and staff identifies students and sends family notifications;.
- 5.

Strategies to Increase Parental Involvement

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).

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
NCLB Grant Funding										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<ul style="list-style-type: none"> • PS 9 is committed to a balanced CCLS literacy program that supports small group strategic learning in the classroom. In order to provide entry points and scaffolded supports for all students, the school has provided each classroom with the Fountas and Pinnell Assessment Kit, “The Rigby Strategic Toolkit” for comprehension and fluency, leveled libraries and a supplemental – leveled lending library and training in multi-sensory literacy practices from the Orton-Gillingham Multi-sensory literacy practices from the Orton-Gillingham Multi-sensory Institute (OG). • All special education, literacy and all K through grade two classes have teachers that have been certified in the OG practice. Upper grade teachers received training from a consultant. The primary focus of these intervention groups is in fluency and in reading comprehension with a sub-focus on phonemic awareness and writing. • We have provided before and after school sessions for guided reading for ELL’s (grades 1-5) through Title III funding. Slots remaining in the are offered to students at-risk for receiving a level 1. We have been able to accommodate this category of students. We will also offer ELA state test sessions for grades three through five in a Saturday Academy. 	<ul style="list-style-type: none"> • Small group/ balanced literacy program which includes small group, strategic and guided reading and writing groups. • We have a literacy teacher who we have scheduled to work part time with groups during the reading workshop in grades 4-5. The IEP teachers with the Tier II and Tier III students from K to 3 times a week, during the school day. • Small groups in before/after school literacy sessions • Small groups in Saturday Academy sessions 	<ul style="list-style-type: none"> • During the School Day • During the School Day • Before and after School • Four Saturdays in March and April

<p>Mathematics</p>	<ul style="list-style-type: none"> • PS 9 is committed to an enriched CCLS program. Classroom teachers utilize small strategic groups to support the specific needs of students. Assessments are kept for each unit which provides clear indication as to what individual students or groups of students need continued support with. We have purchased, “Number Talks Math and Computation Strategies” by Sherry Parrish and the “fundamentals” series by James Burnett and Brian Tickle to support teachers in their work. This supports children with building math language through mental math challenges and conversations about open ended math problems. • “Exemplars” are completed across the grade levels and these are graded and analyzed in grade level RTI/Inquiry teams. Teachers analyze these and identify areas of remediation for individuals, groups or the whole class. • Saturday Academy for state testing is available to students at risk. Small strategic groups and support in the language of the math test genre are addressed. 	<ul style="list-style-type: none"> • Whole Class “Number Talks” to supplement and support the building of mathematical language and thinking. • Small strategic groupings to support entry-points and mastery for all students in to the CCLS in Mathematics. • RTI identified Students in small groups. 	<ul style="list-style-type: none"> • School Day for strategic math groups and “number talks”: • RTI support groups during the school day • Saturday Academy occurs on four Saturdays in the months of March and April.
<p>Science</p>	<ul style="list-style-type: none"> • Each grade level works as a team to maintain coherent science instruction across the grade levels. Science is taught when the assistant is present, so that during a science lesson there is a better student – teacher ratio. We are committed to the constructivist approach to science education and have allocated a “science” closet this year so that classroom teachers have access to all of the materials that they need. We also have supported nonfiction science bins in the classroom libraries and updated our school library collection to support 	<ul style="list-style-type: none"> • Whole class and small groups are conducted in classroom to support the investigations of scientific questions as designated by the grade level standards. 	<ul style="list-style-type: none"> • During the school day

	the CCLS.		
Social Studies	<ul style="list-style-type: none"> We have developed a literacy program embedded with the CCLS in the content area of social studies. A cohesive framework integrated with writing and reading instruction where small group instruction is the norm. currently there are no students who are at risk in Social Studies. 	<ul style="list-style-type: none"> Whole class and small groups are conducted in the classroom to support the investigations of scientific questions as designated by the grade level standards. 	<ul style="list-style-type: none"> During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> The guidance counselor at PS 9 provides an array of at risk services. She works closely with administration and teachers to support students who may be struggling emotionally. She works closely with parents to identify and then facilitate outside services which will support the entire family. She also works closely with the students, in small groups, whole class and sometimes individual sessions – to provide conflict resolution skills and/or play therapy. 	<ul style="list-style-type: none"> Individual and small group sessions for at risk students. Classroom instruction when needed Assemblies to support character education Sessions with families to support at risk needs and referrals to agencies. 	<ul style="list-style-type: none"> During the school day and after school hours as needed.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)		Targeted Assistance (TA) Schools
		X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Addressed on pages 6,7,8,9 and 10.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Professional Development scheduled and required funding for teachers for teachers to support them with the CCLS practices (Orton-Gillingham Multi-Sensory Institute Lesson Study Sessions of teacher teams building the units of study, Number Talk sessions, Consultant support)

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
AI SLT is consulted once budget categories are available and have been aligned to our needs based on the Whole School Action Plan (WSAP). Funding is always aligned with the Galaxy budget and conditions set by the budget lines.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
N/A

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 03	Borough Manhattan	School Number 009
School Name Sarah Anderson		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Diane Brady	Assistant Principal Kate Witzke
Coach Joanna Freedman	Coach type here
ESL Teacher Charlotte A. Murray	Guidance Counselor Marie-Laure Rottman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Rita Yoskowitz
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other Lorraine Penso, Secretary

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	650	Total number of ELLs	30	ELLs as share of total student population (%)	4.62%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	2	2	2	2	2	2								18
SELECT ONE														0
Total	2	2	2	2	2	8	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	8	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	22	0	7	8	0	6	0	0	0	30
Total	22	0	7	8	0	6	0	0	0	30

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	3	4	1	6								16
Chinese			1											1
Russian	1		1											2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	1		1								3
Korean			1											1
Punjabi														0
Polish														0
Albanian			2			1								3
Other	1		1		2									4
TOTAL	2	2	10	5	3	8	0	0	0	0	0	0	0	30

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		1											2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	2	2	1	1	5								12
Advanced (A)			7	4	2	3								16
Total	2	2	10	5	3	8	0	0	0	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	1		4
4	6	2			8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1		1		1		4
4	6		2						8
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4		4				8
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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

The assessment tool P.S.9 uses to assess the early literacy skills of our ELLs is Fountas and Pinnell. "Continual observations of what students do as readers and writers provide the best evidence of learning. (Fountas and Pinnell)" This tool provides an ongoing ability to adjust groupings depending on the needs of our ELLs. It allows for the direct teaching of specific strategies to those students who show a need for them. In addition, teachers at P.S. 9 have received training in the Orton Gillingham Approach which relies on directly teaching the fundamental structure of language. The lessons are presented using their visual, auditory and kinesesthetic learning pathways. This multi-sensory approach benefits all learners. We will also be using the exemplars and "quick writes" given in October that inform our instruction. In addition, we are using The Six Traits of Writing in the Primary Classroom by Vicki Sandell (ideas, organization, voice, word choice, and sentence fluency) to drive our writing rubrics. This information allows us to group ELLs for guided reading and strategy instruction and writing.

The insights provided by the data from the results of the Fountas and Pinnell reading assessment show that the ten students in the second grade are reading early reader level (E-H) for the most part and need to move to Transitional levels H-J the expected reading level for beginning Grade 2. Of the two student in grade one - one student is reading on grade and one in the emergent level. Both kindergarteners are in the emergent levels.

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

In analyzing the data patterns across proficiency levels on the LAB R and the NYSESLAT from 2012-13, most of our students scored either at proficiency level or at an advanced level, in the listening modality of the test. Of the 28 tested with the NYSESLAT in Listening only 4 scored lower than Advanced in the Listening. As part of a school focus during 2012 - 2013 we were highlighting listening in the mainstream classroom during the literacy and math block in an effort to increase listening skills school wide as they support the CCLS involving questioning and the techniques allignedwith Higher Level Thinking Skills. Students also received practice in listening for important information and listening to retell in order to particularly benefit the 12 ELL-SWD student who also receive Speech services. We will continue with this program.

In the speaking modality, 11 students scored below advanced or proficient. This change in scoring from previous years on the speaking modality is unusual and not in keeping with the scores in previous years. It is possible that it is due to the new question type(s) introduced this year.

Of the 28 students tested on the NYSELAT in the reading and writing modalities, only 7 students scored below Proficient and Advanced in reading and only 6 students scored below proficient and advanced in the writing modality (all of the students who scored below are currently ELL-SWDs). We need to continue with our approaches from the previous year and increase their proficiency at this level.

Most of our students, 23 out of 30, have been here in the United States since kindergarten and are relatively strong in BICS. Our Language Allocation Policy instruction therefore will continue to focus on developing the academic language skills of our ELLs, their Cognitive Academic Language Proficiency, with instruction focusing on explicit teaching of strategies in reading and writing modalities .

We have two beginner proficiency students, one in kindergarten, and another in second grade. All ELLs will continue to receive ESL instuction with a focus on the four modalities especially with attention to grammar and academic langauge used for content areas.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As mentioned above the patterns across the NYSESLAT scores indicate that the modalities that need improvement are reading and writing. The instructional decision therefore is to contunue with the focus of improving their reading and writing skills to assure significant progress in these areas in the following ways:

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

special needs of the ELLs in the lower and upper grades.

b. To increase the writing abilities of our ELLs, both the ESL push in/pullout program and in the monolingual classroom settings, teachers will continue to model their own thinking and writing as well as continue to provide exposure to good writing models and mentor texts particularly non fiction. Our effort as a school will be based on exploring the reading and writing connection as based on *Creating Young Writers: Using the Six Traits to Enrich the Six Traits in the Primary Classroom* by Vicki Sandel. Our units will be alligned with CCLS writing units and the writing is measured using a rubric of the afore mentioned six traits (ideas, organization, voice, word choice, sentence fluency, and conventions). Reading Aloud and Shared Reading will be taught in a more focused way. The mentor texts used in these balanced reading sessions will be explored for such elements as rich language, similies, metaphors and students will be encouraged to use these ideas as models for their own writing. Developmental rubrics will be used so that students can self-assess their own work. A gradual release of responsibility - "I do. You do. We do." will ensure the necessary modeling that assist all students but in particular ELLs. Graphic organizers will be used to scaffold students' preliminary writing efforts. Explicit teaching of English spelling patterns and English grammar will continue to be integrated into the literacy block instruction.

Our school uses information about Annual Measurable Objectives (AMAO) to help make data driven decisions. For example, by identifying risk factors that have been shown to lead to risk of lower academic achievement our school can be alerted to students who exhibit these factors and we can plan targeted interventions for at-risk populations before they reach more critical levels. Also we can identify instructional practices that made a difference in students who were in an at risk category and continue to use them in insturction. Risk factors include having been a HO, poor attendance, no progress on NYSESLAT or 1 or 2s on ELA or Math. Of the 17 ELLs in Grades 3 to 5 there are 5 students who have three risk factors, 4 that have four risk factors and 1 student with 5 risk factors. This awareness has been shared among all staff involved with all of these ELLs.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. After reviewing the data in the content areas, the pattern across proficiencies and grades helped to plan instruction school wide as well as for the ESL program. Of the 4 ELLs still entitiled now in grade 4 , 2 scored Level 1 on the ELA, 1 scored Level 2 and 1 scored Level 3. Of the 8 entitiled students now in grade 5, 6 scored Level 1 on the ELA and 2 scored Level 2.

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

On the NYS Grade 4 Math test, 1 student Scored Level 1, 1 scored Level 2, 1 scored a level 3 and recent admission from another public school scored a 4. Of the 8 students now in grade 5, 6 score Level 1 and 2 scored Level 2. The focus for the LAP and for instruction will be continued practice in explaining the mathematical procedures used, operations or desription of approaches in order to further develop the academic language of mathematics. In cases where students need help with math reasoning and modeling, there will be more opportunities for constuction of tables and graphs to display data as well as continued modeling by the teacher of his/her thought processes.

Of the 8 students who took the Grade 4 Science Test 4 scored Level 2 and 4 scored Level 3.

b. The school leadership and the classroom teachers as well as the ESL teacher are using the results of the ELL Periodic assessment to measure growth in all four modalities. This information along with Fontas and Pinell reading levels, and on demand tasks and final tasks all serve to give a complete picture of the proficiencies of our ELLs so that targeted instruction can be developed. In addition, it can provide information as to how the students are as test takers and strategies can be taught to increase test performace.

c. Collaborative sharing by the ESL teacher with the classroom teacher of ELL Periodic Assessments can highlight the modality the ELL students needs additional support in as well as provide us with information to drive instruction. It can also provide information about how the ELLs fare with the type of questions including the new items on the NYSELAT. We can then make the students comfortable and successful with this new format on the NYSESLAT test.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Data measured periodically on assessments can provide information for intensive targeted instruction to match the learning needs of RtI students. An analysis of this data from the NYSESLAT as well as from the periodic NYSESLAT assessment in the upper grades, running records and unit tests in the lower grades along with student work and rubrics are used at P.S. 9 to guide instruction for ELLS within the Response to Intervention framework. ELLs who are at-risk for academic difficulties can be helped by being provided with steps at prevention and early intervention for their difficulties. The P.S. 9 team meets to collaboratively analyze data collection, monitors ongoing progress and shares this knowledge of student performance with teachers, students and parents. This method allows us to provide targeted instruction to match the learning needs of the ELL students at risk. Meeting collaboratively by grade allows the classroom teachers and the ESL teacher to monitor how effective the instruction has been with the individual student. These intervention efforts can support our academically at risk ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ESL teacher can use her expertise on second language development when sharing data and making instructional decisions. The ESL teacher can examine the ELLs background and share information about their proficiency in their first language as well as their second language perhaps from information shared at the initial parent interview. In addition, where needed, she can provide an education history and information that may be pertinent about culture. By sharing this information about the child's background the classroom teacher(s) can link common core instruction to the student's background and daily life.

In addition, the ESL teacher can clarify second language acquisition needs. In a case where RtI is making a decision to decide if a child's difficulties are a result of second language development or is the result of a disability, the ESL teacher can provide evidence to support either situation. Next, the ESL teacher can model effective instructional strategies to use for ELLs in the mainstream classroom during professional development. When creating units that include tiering, an analysis of the ELLs second language development can be used to insure the needs of these students are being met.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Both formal and informal data are used to evaluate the success of our program for ELLs and to make instructional decisions. An analysis of scores for the NYSESLAT for the current year and the last two years is used to determine if the students have shown continual annual growth on the AMAO's. This data also indicates the modalities (listening, speaking, reading, writing) that the students are strong and/or weak in so that the planned instruction will support the student's needs. Results of the Periodic NYSESLAT assessment indicate areas of need in both content as well as in test taking ability. Results from the ELA, Math and Science including acuity and predictive assessments indicate growth in the content areas. Fontas and Pinell reading assessment is given on a regular basis and helps to focus on the literacy levels/needs of our ELL students. Finally informal data such as rubrics from balanced literacy projects that include the four modalities, portfolios, and folders are used for informal assessment to develop new instruction and evaluate growth. Unfortunately, our data bank (number of ELL students tested) is too small to get information from AYP reports.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. During the enrollment process, the Home Language Identification Survey (available in nine languages) is completed by a licensed pedagogue, Charlotte Murray, ESL teacher, with the parent to determine the child's home language. If a student is considered to have a home language other than English according to the HLIS, an informal oral interview is given in English and in the native language to the parent and the student by the licensed pedagogue, to determine if the student speaks a language(s) other than English.

2. If it is determined through the interview by the ESL teacher as well as the information on the HLIS that the student speaks a language other than English at home, the certified ESL teacher administers the Language Assessment Battery-Revised (LAB-R), the formal assessment within ten school days of entrance. Those students who score Beginning, Intermediate or Advanced level are considered eligible for services. These entitled students for whom Spanish is their first language are administered the Spanish Lab to determine language dominance.

3. After the results are analyzed, the parents of the entitled students are notified in their language of choice by letter to attend a Parent Orientation Meeting. Parents/guardians who do not respond to the invitation to the Parent Orientation are contacted by letter or phone by Charlotte Murray, ESL or Rita Yoskowitz, the Parent Coordinator. At the Parent Orientation, the parents are given the opportunity to view the Program Orientation DVD which explains the three instructional models available in NYC (free standing ESL, TBE, Dual Language) This information is given in English and in their language of choice even though all three models are not currently offered at P.S. 9. If the parent's language is other than those offered by the Board of Education website, there is an opportunity to contact the Board of Education Translation/Interpretation unit to make sure the parents understand these choices. Parents are informed that bilingual classes are provided when there are 15 or more students on two contiguous grades for K-5 in our school. ELL parents are provided with translated meeting agendas and handouts. At the end of the meeting, the Parent Survey and Program Selection Form is distributed in the appropriate languages. Parents read and make their selection and hand in the signed documents.

4. After the parent choice letters are submitted, the ESL teacher records the choice on the ELPC ATS site. The students are placed in the program of choice within ten days of enrollment. A letter of placement in the student's home language is sent to the parents. The Parent Survey and Program Selection Form is placed in the student's cumulative record and a copy in the ESL Center.

5. All entitled students are evaluated annually using the New York State English as a Second Language Achievement Test to determine the student's growth in the four modalities and This information is used to plan an instructional program that meet their individual needs. Information about this test is shared with all the teachers of ELLs and is used to create the P.S. 9 (LAP) Language Allocation Program.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our school has, on an average, 10-12 new admissions each year. We are able to provide personal contact either at an orientation meeting or at a one-to-one meeting given by the ESL teacher in conjunction with the parent coordinator. We can easily follow up with phone calls or personal contact in the language of choice if the forms are not returned. All returned forms are placed in the cumulative record and copies are secured in the ELL center. Every effort is made to ensure that parents complete the Parent Survey and Selection Form and outreach attempts continue and are maintained until parent contact is made and choices are finalized. While waiting the child is provided with the transitional bilingual education model if available or as a default provided with mandated ESL services based on student's proficiency level.

A copy of the Parent Survey and Selection Form along with the Placement form is placed in the child's cumulative record

folder and a copy kept in the Compliance Folder in the ESL Center. Information is entered on Appendix K - ELL Admissions Program Data and Parent Orientation Assurance Forms are checked off.

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.

Students who score below proficiency on the LAB-R are eligible for state-mandated services for ELLs. Parents of these students are notified of their child's eligibility for ELL services in their native language. If the parents choose ESL on the Parent Survey and Program Selection form at the Orientation meeting where communication is provided in their native language, the student is placed in the ESL program at P.S. 9. However, if the parent chooses transitional bilingual education or dual language which are currently not available at P.S. 9, the school will provide them with two options. The child can be enrolled at P.S. 9 in the ESL program or the child can be transferred to a different school where the parent's choice is available. We would send an email requesting to transfer the student to ELLProgramTransfers@schools.nyc.gov. The DOE Office of English Language Learners would then coordinate the transfer with the Office of Student Enrollment and they will follow up with school and family.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In February, a calendar is set up by the Principal, Assistant Principal and ESL teacher to plan the dates for the Speaking portion of the NYSESLAT and for the three additional parts Listening, Reading, and Writing. This calendar plan is shared with the staff and the parents to insure the students will be available for the specified dates. The calendar includes a day and a half of time to give make-up tests in event of student absences.

6. 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.) 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. 

After reviewing the Parent Survey and program selection forms for the past few years, the trend in choices at P.S. 9 is the Freestanding ESL program. This year we had four new ESL students who spoke Portuguese, Mandarin, German and Russian. Of the five new Spanish speaking students that entered during 2011-2012, and the 2 spanish speaking students who entered during 2012-13, all chose the Freestanding ESL program after first being presented with information in their native language about their choices for their children's education program. The program model offered at our school is currently alligned with parent requests. In 2011-12, four chose Dual Language as their second choice. We will continue to look at this trend to assure the program models at our school are alligned with parent requests. Because the Parent Survey and Program Selection Forms are placed in the child's cumulative folder, this information can be used if and when the child transfers to a different school or moves up to middle school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. The organizational model at P.S. 9 is the push in/pull out model. Students are served by the ESL teachers in a push-in program whenever possible. The push-in model, where the teacher works in collaboration with the mainstream teacher(s) in a team teaching effort, is the P.S. 9 chosen model. Where there are ELLs from multiple classes on the grade, the ESL teacher pulls out and works with the students at the ESL center expanding on the specific grade units from the collaborative grade curriculum maps.
 - b. The program model at P.S. 9 is for the most part heterogeneous groups (mixed proficiency levels) according to grade. In cases where there is a small group of students on a contiguous grade, the student are grouped together to ensure they all receive the mandated amount of services.
 In addition, when there are new arrivals in contiguous grade levels, homogeneous groups of this beginning proficiency level are set up across the grades. For example first and second grade beginning level group would be set up to meet the needs of new arrival ELLs.
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)?
 - a. To ensure the mandated number of instructional minutes is provided according to proficiency levels, all stakeholders on the LAP team are aware of the amount of time required for each proficiency level. Scheduling is prepared and discussed with the Principal and the Assistant Principal and posted. In order to maximize English Language acquisition for ELLs, the ESL teacher and the classroom teachers work together closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs in our English as a Second Language Program. By using a combination of pull out periods and "push in" instruction, all ELLs at the the beginner and intermediate level students receive 360 minutes per week of instruction from the ESL teacher. For advanced level students, the ESL teacher provides ESL instruction 180 minutes per week and their mainstream teacher provides 180 minutes of ELA instruction, the required time regulated by the New York State CR Part 154 regulations.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area is presented in English using the SIOP model to support or scaffold the content areas. Assessing prior knowledge, making graphic organizers, as well as modeling by the teacher, are just some of the strategies used to make the content more comprehensible. In addition, all of our teachers who teach content areas have received professional development on the use of scaffolding strategies using Walqui's model which includes modeling, bridging, contextualization, schema building, and metacognition. These strategies are concerned with how students learn. In addition, the content area teacher and the ESL teacher are aware of the academic language that is involved in each area and how it is different than everyday language. Academic vocabulary instruction is taught explicitly and students are given a chance to use these words in reading and writing. Thirdly, our students are given opportunity to observe, talk about and experience how content area authors write in each content area e.g. for history, math, etc. (Michael J. Kieffer, NYU "Disciplinary Literacy for ELLs"). Lastly, Multilevel source books allow for differentiation of material and provide extra support for beginning and intermediate literacy level ELLs.

In order to insure that explicit ELA instruction is delivered to our program the ESL teacher includes literature and content based instruction aligned with the NYS Common Core Curriculum Standards. As much as possible the ESL teacher works to support the literacy block going on in the mainstream classroom.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At this time we do not have any test to evaluate students in their native languages. At some point it might be interesting to invite a local college to come and initiate this type of evaluation.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Periodic Interim Assessment is a tool that allows us to evaluate the four modalities of English Acquisition throughout the year. In addition, all teachers including the ESL teacher are involved in Danielson's Framework for Teaching which call for

accountable talk where the teacher uses a series of questions or prompts ("Talk Moves") to challenge students cognitively. The teacher's goal is to engage all students in discussion trying to ensure that all voices are heard. ELL students are evaluated in reading through Fontas and Pinnell and in writing through CCSC.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Describe your instructional plan for SIFE.

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

b. Describe your plan for ELLs in the US schools less than three years (newcomers).... P.S. 9 welcomed one newcomer from

China and 5 other newcomers in the last 3 years. They were taken for services with their grade level program as well as with an additional grade program in order to complete the entitled 360 minutes. This allows the ESL teacher to build skills in the lower grade level group and at the same time begin to expose the students to curriculum standards on their grade. The work involves the four modalities, reading, writing, listening, and speaking in order to help these newcomers meet the CCIS as soon as possible. Text books in math in the native language were provided for the Spanish student in grade 5

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

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

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

d. Describe your plan for long-term ELLs (completed 6+ years)

By continually monitoring the progress of all our ELL students we are aware of the needs of all our ELLs especially those students who have received ESL services in the school system for six years or more. We do not have any long term ELLs this year but if we did, we would set up discussions with the classroom teacher, the ESL teacher and other service providers to identify the area(s) of need. When needed, intervention with extra services such as the Title III extension program for reading and writing can be provided.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

By continually monitoring the progress of all our ELL students both current and former, we are aware of the need of those students who have tested proficient on the NYSESLAT. These students if found to be at risk may continue to receive the service of the ESL teacher. In addition, former ELLs are entitled to the same testing accommodations as ELLs for up to two years after passing the NYSESLAT. e.g. time extensions, separate location, third reading of listening passages. In addition, these students can be invited to the Title III afterschool/before school enrichment program.

7. 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?

Teachers of ELL-SWDs use instructional strategies such as modeling, bridging, schema building, as well as metacognitive development which is supported through Jose P training. Teachers in grades 3-5 are also currently using Rigby Reading Strategies Toolkit which provides reading instruction cards that have a visual as well as written instruction for the teacher to model and for the students to practice. In addition, the Harvey Goodvis Comprehension Toolkit provides modeled lessons for metacognitive development - thinking while reading. Teachers of ELL-SWDs also break down the information to be taught into sections while making use of graphic organizers so that they can comprehend the grade level materials. In the area of mathematics "Number Talks" has been found to meet the needs of these students. In addition, to address the growing need to write and explain answers in mathematics, other fine materials are being used and/or added. (Van de Walle "Teaching Student Centered Math", "Mathematics - A Way of Thinking" and Building Mathematical Thinking - Skinny Concepts" by Marsha Stanton.

In the common core units in ELA and Social Studies materials are provided for differentiation according to ELL proficiency.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

One example of using curricular and instruction flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment is the 10 ICT programs which we have across 5 grades - Grade K through 5. This type of programming allows the general education teacher, the special education teacher and the ESL teacher to meet the diverse needs of the 12 ELL-SWDs in these grades (5 of these students are in the grade 5 CTT class). All of our ELL-SWDs are placed in the least restrictive environment and spend all school periods with non-disabled peers. Planning together to teach English Language Arts in tandem with the ICT class teachers, the ESL teacher can use ESL and ELA methodology to work with these special students. All of the instruction is aligned with the NYS Learning Standards in ESL and ELA.

Courses Taught in Languages Other than English

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:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

The targeted intervention programs for ELLs in English are as follows: 1) RtI - The targeted area of need is identified and met through RtI for ELLs at risk for not attaining one year's value added growth. In addition to receiving strategic instruction in small groups by the classroom teacher, these students receive additional instruction from the ESL teacher either in a push-in or pull out program. Tier 3 students along with some Tier 2 students receive additional support from a literacy specialist. 2) In mathematics, students targeted area of need is identified and also met through RtI. 3) There are additional options during the extended day program under Title III to receive services Reading. 3. Additional practice in Math and Reading is available in the Spring Saturday program. 4) We ensure provision of testing accommodations and modifications for ELLs

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P.S. 9's current ESL program is meeting the needs of our ELLs in both content and language development. Language development is not taught separately from content but rather is considered a tool needed to understand and use the language involved in a specific content area. By developing an ESL curriculum map that mirrors the content curriculum maps drawn up by the teacher teams on each grade, ELLs are presented with concepts as well as academic language at the ESL center to support their English Language development. For example, as part of CCSS a unit on Immigration is planned for the months of November and December for grade 3. To give the ELLs some background experience with this topic as well as opportunities to talk and write individually as well as in groups and to use the academic language of this unit, the ESL teacher works in tandem with the classroom teacher's unit. She uses several read alouds from mentor books with an immigration theme and has the students write responses aligned with CCSS. This allows the topic to be discussed in smaller groups giving the ELLs a chance to participate additionally in academic discussions and "front load" their academic language in preparation for the class unit.

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

With the success of all the students last year on the ELA tests, P.S. 9 will continue to promote metacognitive reading strategies. Teachers will continue to be trained in these scaffolding measures in particular with the Harvey and Goodvis Comprehension Toolkit (a program to teach strategies explicitly for reading non fiction). We will continue to use this program with all the classes as well as the Extended Day Program and train additional staff to use this kit. P.S. 9 has also found success with using Building Mathematical Thinking - the Skinny Concepts by Marsha Stanton. This series is excellent for providing differentiated instruction for mathematics.

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

None

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

P. S. 9 provides a mixture of integrated and differentiated curriculum that is strongly enriched with instruction in art, music, technology, and foreign language. This rich curriculum promotes high academic achievement with a challenging content for all students. All students including ESL students are engaged in the visual arts beginning in the kindergarten year through grade five. The school has partnerships with several museums which are visited and incorporated into content area unit studies as well as into cluster periods. Similarly these students are participants in the arts through music. ESL students in the early grades receive instruction in ORFF methodology which is inclusive of a choral, instrumental and movement study. ESL students in grades three to five begin a study of instrumental music that starts with a recorder program and graduates to the study of a particular instrument. All classes participate in special trips to Carnegie Hall during the school year. Grade three students are immersed in a study of a particular culture through the NYC Ballet program. Children visit Lincoln Center for a presentation of the Nutcracker. Teachers receive professional development and a teacher from the NYC Ballet helps the teacher and students choreograph a culminating ballet presentation. The above arts programs are all supported through DOE budget lines or by the Irving Ceasar Music Grant that we received several years ago. Additionally, several ESL students have received scholarships through the PTA to attend the private after school program that is run in our building. They receive homework help as well as a choice of activity such as sports, cooking, etc.

In addition ESL students in grades 3-5 are offered the opportunity of a program to support them in the State Tests. Students in grades 1-5 are also offered an early morning/afternoon literacy program through Title III funding as well. The PTA has also provided funding for DOE teachers to give instruction in Spanish during the school day to all classes.

Information about these programs are distributed in the parents' language of choice or we can use the Translation and

Interpretation unit to assist us with additional languages.

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

Instructional materials used to support ELLs include big books, guided reading books, chapter books in a range of ability level and genre. There are collections of mentor texts used when writing different genre as the literacy curriculum map progresses throughout the year. Materials are also chosen to meet the cultural interests of the students in our program. Books that reflect the language and culture of the ELLs at P.S. 9 are kept in a special section of the school library. In addition, there are books kept in the classroom that reflect the culture and background of the newcomer ELL.

In the area of technology, the computer teacher at P.S. 9 has planned lessons aligned with CCLS to show students including ELLs in grades 3-5 how to take notes, organize notes and outline and research information for their content areas literacy/Social Studies lessons. Our most helpful technological tool is the ELMO found in every classroom which scaffolds information and pictures instantaneously to support and scaffold instruction in all content areas.

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

The native language support is delivered in the ESL model by providing the classroom library with books and materials in the students' first language when possible. In addition, tests in the first language as well as translations are provide in Math and Science for the first year ELL when necessary. Also, the native language can be used by the teacher or a peer group member to support and/or explain information in the first language to provide our ELL students with entry points into the lesson/unit.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ELLs at P. S. 9 are provided with appropriate support services needed by the students to achieve and maintain a satisfactory level of academic performance. These services include individual counseling, home visits and parental counseling by the guidance counselor when needed. Before and afterschool Title III literacy services are provide to all ELL students. In addition, the needs of any "at risk" ELL may be met through RiT during the school day. ESL students receiveing special education services in accordance with his/her IEP are also eligible for ESL services as recommended by their IEP. All required services and resources correspond to ELLs' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

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

b. For students who enroll throughout the year, we make every attempt to find a "buddy parent" for the parents of new students who speak the same language as the new arrival family. Then can then invite them to school events or PTA meetings. This year a new student who speaks Mandarin was hosted at a small gathering of all the students in the school that spoke Mandarin. She was thrilled to meet these other students because there was no one on her grade level that spoke the language. A letter was sent home to the parents making them aware of the new arrival in our school thus connecting both student and parents.

When possible all information to invite new parents is given in the language of choice.

18. What language electives are offered to ELLs?

There is an Enrichment Spanish Exposure Program for grades K-2 and 3-5. Two teachers push in each class twice a week and immerse students in the Spanish language through games, songs, and activities and to content material in the upper grades.

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

A. As part of the process at P.S. 9 our professional learning community shares meetings around RiT with the Literacy Coach as well as the Assistant Principal and Principal to facilitate and guide the creation of lessons that give entry points for all students with differentiated needs i.e. ELLs, SWD, etc. In addition, there are grade level meeting where teachers look at assessments and as a team and through group talk and collegial conversation share and identify student needs and plan instruction to meet these needs.

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

Several new teachers who have ELLs have received Orton Gilliam Training. Liz Irwin has trained teachers on Number Sense which includes math discourse "Talk Moves" where students including ELLs have an opportunity to revoice and repeat information provided in the lesson. Teachers have been working on tiering or modifying grade unit plans with modifications for ELLs as well as students with special needs.

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

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

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

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

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

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

2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in Common Core Learning Standards?

Workshops are listed and made available through the network, the NYC Board of Education and BETAC.

"Instructional Shifts and the English Language Learner" was recently provided by CFN 408 from Generation Ready - a series of four workshops on using the Common Core Standards with ELLs. - e.g. Session 2: Understanding the Language Standards and Academic Vocabulary. Last February the Office of English Language Learners hosted professional development entitled Meeting the Challenge with Success "Strengthening Instruction for ELLs.

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

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

Students are provided continued rigor through assessment based instruction throughout the entire school year. They are trained in identifying specific learning goals that are based on a standards based rubric - a skill that will benefit them in middle school. The guidance counsellor acts as a liaison between the junior high school and the parents in particular where the parents need help with English.

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

For those who need (7.5 hours) of training, there will be the workshops above and additional workshops will provide two more sessions involving the development of lessons to use in the mainstream classroom using Balanced Literacy and Sheltered Instruction, the SIOP model. Records of this training is maintained by the School Secretary, Laurie Penso and the ESL teacher at the ESL center from attendance and agendas.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Describe the ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs?

In addition to the Parent Orientation Meeting discussed in Part I, there are two other meetings for parents of ELLs at the ELL center during the school year to present information on methods and materials used in the ELL program as well as using strategies for learning with their child. Common Core Learning Standards and assessments are discussed and suggestions are made as to how the parents can help their children. There is also an informational meeting held in April to explain the NYSESLAT testing. At all three meetings, the ESL teacher is assisted by the P.S.9 Parent Coordinator who works with the ESL teacher to orient the parents to the school and the parent's association. Parents of ELLs also take part in all of the P.S. 9 workshops. Arrangements are made to ensure translators are available at all meetings when possible.

The admissions secretary gathers information as to the language the parents prefer to be contacted in. In this way, materials and notification are available in the preferred language in a timely manner. The Parent Coordinator, Rita Yoskowitz, is responsible for translation of important information into Spanish for the workshops, orientation meetings and articles in the P.S. 9 newsletter. Ms. Yoskowitz is continually following up on calls/emails to ELL parents that are hard to reach to provide them with information.

With the goal of increased participation by ELL parents, Ms. Yoskowitz attends all Parent Meetings and is continually making new parents, and/or parents with a second language feel welcome and comfortable in our school.

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

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

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

The Registration Team (ESL Teacher, the Parent Coordinator, Admissions Secretary) evaluates the needs of parents of our ELLs often during registration. Their needs are also evaluated through personal contact at the Orientation Meeting. We are able to provide time for the ESL teacher and the Parent Coordinator to discuss each child or make an appointment for further discussion. The ESL teacher also conducts a survey to determine what workshop topics will help our parents work with their children at home. The survey also asks for the parent to choose a time when it would be best for them to meet at the school. In addition, if we are aware that a parent needs help with understanding information, we can apply to the Translation Interpretation Unit for help in particular with languages that are not covered by the DOE.

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

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

The Parent Coordinator is available after the PTA meetings to explain and discuss in Spanish the information from the meetings. In addition, the parent coordinator has set up a rapport with parents so that they always feel welcome to speak to her or email her as shown by the number of contacts she has during the day.

"Appendix K Meeting Standards for ELL Parent Involvement" from EPIC Facilitator's Guide allows us to self monitor our performance in addressing the needs of ELL parents. We can look at our notification practices, our ELL parent participation as well as school based resources and community support.

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

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M09 School Name: Sarah Anderson

Cluster: Chris Groll Network: CFN408

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

P. S 9 assesses their school's written translation and oral interpretation needs by identifying the primary language spoken by the parents at the initial interview given by the ESL teacher and by trained staff at the time of registration. In addition, it uses information from the Emergency Home Contact Cards as well as the Home Language identification Survey. This information is recorded in the ATS in a RAPL report by the admissions secretary. The report is on ATS and a copy is kept in the main office, at the ESL Center as well as with the Parent Coordinator and is updated monthly.

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.

According to our school's 2013-14 RAPL report (Adult Preferred Language Report), P.S. 9 has 43 families who have written and oral interpretation needs. There are 30 Spanish speakers, 5 Albanian, 1 French, 1 Russian, 1 Czech, 1 Chinese, and 4 Arabic. This information has been shared with the Translation/Interpretation Team consisting of the Principal, the Parent Coordinator, the ESL teacher and the Pupil Accounting Secretary. The Translation/Interpretation Team will alert the classroom teachers and plans will be made to provide oral translation services for parent/teacher conferences and orientation meetings. To meet the written translation needs, parents will be given packets containing the Parent Bill of Rights, the Discipline Code, etc., in their primary languages. We need to ask the Translation Interpretation Unit for assistance with materials for our Albanian parents because they may need help at report card or special education conferences. The special education/CTT teachers will be made aware of any students on this list so they can plan to provide information in their requested language for special education services or meetings if needed. The ESL teacher will provide information in the nine languages provided by DOE at the Orientation Meeting so that the parents of ESL students can make informed decisions about program selection and placement.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

For parents whose primary language Spanish or French translations will be provided in-house. Pertinent school information in such documents as Bill of Rights and Responsibilities, Great Expectations, Citywide Standards of Discipline and Intervention can be downloaded from the DOE covered languages. Packets of these documents will be kept in the office for availability during registration. For the parents who speak Czech and Albanian, translation services can be provided by contacting the DOE T&I Unit. In addition, we will need an outside vendor to make copies of the P.S. 9 Parent Book in other target languages.

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 interpretation services for our Spanish and French speakers can be provided by in-house school staff. As the numbers of Spanish speaking parents who need interpretation services continues to grow, we might find it necessary to look for an outside contractor to meet our needs. We may need to provide an outside contractor to provide oral translation services for our Albanian, and Chinese speaking parents for one-to-one meetings, parent teacher conference meeting as well as any meetings that might involve health or special education services.

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>.

Parents will be provided with pertinent school information in such documents as Bill of Rights and Responsibilities, Great Expectations, as well as Citywide Standards of Discipline and Intervention. Packets containing these booklets in the eight DOE covered languages will be kept in the office for availability when a parent with language needs registers at the school. If the parent speaks a language that is not included in this group, oral interpretation services and translation services will be provided by contacting the DOE T&I Unit.

Posted in the doorway of our primary entrance to our school is a sign in each of the DOE covered languages indicating the availability of interpretation services.

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: <u>PS.9</u>	DBN: <u>03M09</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>34</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III, Part A LEP Program

Language Instruction Program

In order to enhance existing language instruction under CRPart 154 and academic content instruction for ELLs at P. S. 9 while meeting state academic standards, our Title III English language instruction program will focus on literacy with an emphasis on the direct teaching of cognitive thinking strategies. Reciprocal Teaching used to scaffolding discussion will give our ELLs an opportunity to practice the four strategies that good readers use to comprehend: predicting, questioning, clarifying and summarizing. (Palinscar& Brown, 1984)

The rationale for the selection of this focus came from analyzing the data patterns across ESL proficiency levels and scores of the NYSESLAT and the LAB R from 2011-12. Most of our ELLs scored highest, either at proficiency level or at an advanced level, in the listening and speaking modalities of the tests. The scores indicate that the students' listening and speaking skills are on a whole stronger than the other modalities. Therefore, as decided in our Language Allocation Policy, instruction will continue to focus on developing the academic language skills of our ELLs, their Cognitive Academic Language Proficiency, with the explicit teaching of comprehension strategies in the reading and writing modalities.

Schedule and Duration:

Title III Morning/Afterschool Literacy Program for Grade 1-5. the groups will have the option to meet mornings from 7:45 a.m. to 8:30 a.m. or afternoons from 3:30 p.m. to 4:15 p.m. two times a week for two 4 weeks sessions. This fits in with the school schedule which begins at 8:35 a.m. and ends at 3:10 p.m.

The projected amount of total students will be 30 with approximately 4-6 per group ranging from first to fifth grade. One of our targeted subgroups is the 12 ELLs that receive special education services as per their IEPs. Another targeted group is our ELL students in need of extension of services. In addition, we have one newcomer who is in need of additional opportunities for using English in all four modalities.

There will be 1 ESL licensed teacher and 7 ESL trained teachers for each of the Morning/Afternoon literacy sessions. The Title III teachers will work in small groups and the ESL teacher will rotate for 15 minutes in the a.m. and p.m. sessions with the other 7 teachers. Our Title III program will follow a collaborative team teaching model. This way the students will receive content from the experts along with the ESL teacher implementing the previously planned strategies to make the content comprehensible to the students.. The 7 ESL trained teachers will receive pre program training in ESL strategies given by the licensed ESL teacher. In addition, all of the teachers participating in the program have received Jose P training which means they have received the mandated 7 1/2 hours of ESL training that is required by the NYC Board of Education.

The small group reading instruction sessions will identify specific reading strategies needed by ELLs and directly teach the strategies using non fiction guided reading. Because of their success, The Comprehension Toolkit and the Primary Comprehension Tool Kit (Harvey and Goodvis) will be used again this year to increase comprehension skills by focusing on the following strategies: Monitoring

Part B: Direct Instruction Supplemental Program Information

comprehension, activating and connecting to background knowledge, asking questions, inferring meaning, determining importance and summarizing and synthesizing information. Our goal is to use in particular the four strategies of the reciprocal teaching approach as outlined by Orton Gilliam's The Institute for Multi Sensory Education- A Multi Sensory Reading Methodology- to improve students' reading comprehension. It will be extremely beneficial for our second language learners to listen to the teachers as they model the dialogue involved in predicting, questioning, clarifying and summarizing. This will allow them to eventually monitor their own comprehension.

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: I. Title III Morning/Afternoon Literacy Program:

Our Title III professional development program is designed to enhance the Title III Morning/Afternoon literacy program teachers' abilities to understand ESL instructional strategies for teaching Literacy and for monitoring comprehension to English Language Learners.

The licensed ESL teacher and the school coach will meet first for 1 1/2 hours to plan the study group and gather the books and resource materials to be used in the extended day program. They will then work for 1 hour with the Title III extended day program teachers to develop curriculum for the program. The study group sessions will examine the test history and assessment information as well as sample writing pieces to determine the focus of the curriculum development. The participating teachers will keep a log/journal of ideas and strategies as well as co-constructed sample lessons developed together to use in the Balanced Literacy/Reciprocal Teaching Sessions.

II. Professional Study Group to Design Coherent Instruction for ELLs

A second study group will be formed to review current work on bundles organizing lessons for the common core curriculum units. The group would be made up of the a licenced ESL teacher, a Coach, and 8 interested teachers who work with ELLs. Our goal would be to add to/enhance our current coherent instructional design by increased understanding of the needs of ELLs and responding to those needs by using differentiated instruction. 8 general education/CTT teachers would meet for 2 sessions for 2 hours each session to add to the common core curriculum units.

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

Part D: Parental Engagement Activities

Begin description here: “Reading and Thinking” Parent Workshops

In addition to the mandated orientation sessions and the CR Part 154 workshops, there will be two more workshops for the parents of English Language Learners. The rationale for these workshops will be to give suggestions to the parents as to how to help their children become more thoughtful readers as part of our 2012-13 LAP focus on reading comprehension. Parents will engage in “book talk” themselves as they are shown how to talk about books with their children. Suggestions will be given as to how they can help their children monitor their comprehension. Non fiction books will be used by the workshop participants to practice reading strategies. Parents who attend the workshop will receive 2 non fiction books to share with their children and practice the strategies outlined at the workshops. One meeting will be held in February and the second meeting will depend on parent responses to a questionnaire determining time and availability.

Part E: Budget

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

Allocation Amount: \$11200.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>8732.06</u>	<u>Morning/Afternoon Program literacy program</u> <u>100 hours of per session for 1 ESL+ 7 teachers to support ELLs</u> <u>100 hours x \$50.19 (current teacher persession rate with fringes) = \$5019.00</u> <u>I. Professional Study Group for Title III</u> <u>2 planning sessions - 1.5 hrs. each</u> <u>2 x 1.5 = 3 hrs. each teacher, ESL teacher, coach</u> <u>2 teacher for 3 hours = 6 hrs.</u> <u>@ \$50.19 = \$301.14</u> <u>2 study sessions - 1 hour each</u> <u>2x1 = 2 hrs.</u> <u>7 teachers, ESL teacher, Coach for Study Group</u> <u>9 teachers for 4 hours = 36 hours</u> <u>@50.19 = 1806.84</u> <u>II. Professional Study Group for Designing Coherent Instruction for ELLs</u>

Part E: Budget

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

Allocation Amount: \$11200.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>8 teachers for 2 study sessions 2 hrs. each =32 hours @ \$50.19= \$1606.08</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>2467.94</u>	<u>Extended School Enrichment Program for Professional Development workshops:</u> <u>Rigby Guided Reading Books</u> <u>Comprehensive Toolkits by Harvey and Goodvis</u> <u>Guided Comprehension for English Learners by Maureen McLoughlin IRA</u> <u>\$1267.94</u> <u>Parent professional development nonfiction books for lesson modeling for parents attending workshops.</u> <u>\$1200.</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$11,200</u>	<u>\$11,200</u>