



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 9 NAPLES STREET ELEMENTARY SCHOOL

DBN (i.e. 01M001): 31R009

Principal: DEANNA MARCO

Principal Email: DMARCO2@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: NEAL OPROMALLA

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
Deanna Marco	*Principal or Designee	
Amanda Buatti	*UFT Chapter Leader or Designee	
Angelo Della Ragione	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dana Colasuonno	Member/ Staff	
Lori Aiello	Member/ Staff	
Lisa Bonello	Member/ Staff	
Joanna Shields	Member/ Parent	
Adam Simmons	Member/ Parent	
Jenny Gomez	Member/ Parent	
Deborah Walters	Member/ Parent	
	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.

By June 2014, 80% of all students (42 out of 52) will demonstrate proficiency (level 3 or higher) on the Spring 2014 literacy tasks as measured by a DOK aligned, teacher created rubric.

By June 2014, 85% of all students, excluding the lowest third, will read texts at or above grade level as measured by the Fountas and Pinnell Benchmark Assessment.

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.

- An analysis of the Fall literacy benchmarks were conducted indicating that 82% of Kindergarten students are Pre-Readers.
- An analysis of the November writing benchmark indicates that 92% of Kindergarten students are performing at a level 2.

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. Through professional development we will utilize knowledge of students in order to plan for small group strategy instruction in order to engage all students and meet intended outcomes. Identified personnel will participate in developing CCLS aligned curriculum maps that reflect the CC instructional shifts and receive feedback for improvement, utilize assessment data to plan for small group instruction, collaboratively analyze student work to evaluate the effectiveness of curriculum maps/lessons, and engage in reading professional texts regarding close reading.

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

1. Classroom teachers, TC Staff developer, CFN network personnel for PD, Administration

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

1. The strategy will be evaluated through frequent feedback from informal and formal observations utilizing the *Danielson Framework for Teaching*, the review of curriculum maps and cycles of feedback, benchmark conversations, and formal reflection opportunities for teachers.

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

1. Cycles of feedback on curriculum maps occur on a monthly basis from September to June. Benchmark conversations occur three times per year in December, March, and June. Teachers analyze student work on post assessments after each unit of study from September to June. Frequent observations occur from October – June.

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

1. Teachers will be provided with six preparation periods per week, one of which is a common period for planning. Through an SBO vote, teachers have a one hour lunch daily with two 1 hour lunch professional development sessions per month. Additionally, teachers participate in extended day planning each Tuesday from 2:40-3:30 with an additional hour of planning from 3:30-4:30 through the use of per session funds. Through Teacher's College teachers receive 8 staff development days, 5 calendar days, and a lead teacher study group. The principal participates in a monthly study group. Through CFN 409, both the principal and assistant principal participate in study groups, a lead teacher attends professional development, and network personnel offer guidance on various topics such as Foundations planning and teaching.

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).

- The school will provide materials and training to help parents work with their children to improve their academic achievement at Parent Teacher Conferences and through regular parent workshops
- When applicable, parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters via the school website.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports to support student achievement twice annually between

report cards.

- PS 9 will foster a caring, effective home school partnership by maintaining an effective communication, inviting parents to monthly Family Day, Curriculum Orientation, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.

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

X ARRA RTTT

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.

By June 2014, 80% of all students (42 out of 52) will demonstrate proficiency (level 3 or higher) on the Spring 2014 Math tasks as measured by a DOK aligned, teacher created rubric.

By June 2014, 80% of all students (42 out of 52) will perform at or above grade level on the Operations strand as measured by the Discovery Math Assessment.

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.

- An analysis of the Discovery Math Grade Summary report was conducted indicating that 69% of students are below grade level on the Operations strand.
- An analysis of the results of the first two Math Performance Tasks indicates that 42% of Kindergarten students are below grade level in problem solving.

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. Through professional development we will utilize knowledge of students in order to plan for small group strategy instruction in order to engage all students and meet intended outcomes. Identified personnel will participate in developing CCLS aligned curriculum maps that reflect the CC instructional shifts and receive feedback for improvement, utilize assessment data to plan for small group instruction, collaboratively analyze student work to evaluate the effectiveness of curriculum maps/lessons, and engage in creating math tasks with accompanying teacher created rubrics.

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

1. Classroom teachers, Metamorphosis Math Staff developer, CFN network personnel for PD, Administration

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

1. The strategy will be evaluated through frequent feedback from informal and formal observations utilizing the *Danielson Framework for Teaching*, the review of curriculum maps and cycles of feedback, benchmark conversations, and formal reflection opportunities for teachers.

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

1. Cycles of feedback on curriculum maps occur on a monthly basis from September to June. Benchmark conversations occur three times per year in December, March, and June. Teachers analyze student work on post assessments after each unit of study from September to June. Frequent observations occur from October – June.

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

1. Teachers will be provided with six preparation periods per week, one of which is a common period for planning. Through an SBO vote, teachers have a one hour lunch daily with two 1 hour lunch professional development sessions per month. Additionally, teachers participate in extended day planning each Tuesday from 2:40-3:30 with an additional hour of planning from 3:30-4:30 through the use of per session funds. Through Metamorphosis math teachers receive 5 staff development days and a lead teacher participates in a Learning Community. Through CFN 409, both the principal and assistant principal participate in study groups, a lead teacher attends professional development, and network personnel offer guidance on various topics.

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).

- The school will provide materials and training to help parents work with their children to improve their academic achievement at Parent Teacher Conferences and through regular parent workshops
- When applicable, parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters via the school website.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports to support student achievement twice annually between report cards.
- PS 9 will foster a caring, effective home school partnership by maintaining an effective communication, inviting parents to monthly Family Day, Curriculum Orientation, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.

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

X ARRA RTTT

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.

By June 2014, 75% of students identified as the lowest performing third will demonstrate mastery of letter sound and sight word recognition sub-tests of Fountas and Pinnell Benchmark Assessment resulting in grade level proficiency in ELA.

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.

An analysis of the Fall Fountas and Pinnell Benchmark Assessment includes the following:

- 31% of students have not mastered recognition of uppercase letters
- 49% of students have not mastered recognition of lowercase letters
- 9% of students have mastered letter-sound recognition
- 43% of students have knowledge of at least 3 sight words
- 82% of students are pre-readers

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. Academic Intervention Services (AIS) will be provided to the identified group of students three times per week for a nine week cycle. The identified students will receive instruction utilizing the Great Leaps Program.

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

1. Teachers, paraprofessionals, and administration support the implementation of this strategy. Great leaps kits will be purchased.

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

1. The effectiveness of this strategy will be evaluated utilizing Fountas and Pinnell Benchmark Assessment and Great Leaps Program.

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

1. Classroom teachers perform assessments utilizing Fountas and Pinnell Benchmark Assessment five times per year in September, November, January, March, and June. Additionally, students will be administered a pre and post assessment for each cycle of AIS to determine its effectiveness.

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

1. Staff members participate in extended day planning each Tuesday from 2:40-3:30 with an additional hour of planning from 3:30-4:30 through the use of per session funds. During this time staff members are trained to utilize, reflect and analyze data gathered from the Great Leaps Program. Additionally, schedules were organized to allow time to implement AIS.

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).

- The school will provide materials and training to help parents work with their children to improve their academic achievement at Parent Teacher Conferences and through regular parent workshops
- When applicable, parents will be provided with information for the following: the PR, QR, LES and Annual School Report Card and monthly curriculum newsletters via the school website.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports to support student achievement twice annually between report cards.
- PS 9 will foster a caring, effective home school partnership by maintaining an effective communication, inviting parents to monthly Family Day, Curriculum Orientation, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.

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

X ARRA RTTT

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
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.)
ELA	Great Leaps Foundations Interactive Writing Guided Reading	One-to-one Small Group	During the school day
Mathematics	Just Right Math Games	Small Group	During the school day
Science	Guided reading Shared reading	Small group One to one	During the school day
Social Studies	Read alouds Guided reading Shared reading	Small group One to one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Speech therapy Counseling	One-to-one and small group	During the school day

**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 *TAS 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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

TA Schools Only

Use of Program Resources

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

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).

**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 31	Borough Staten Island	School Number 009
School Name PS 9 Naples Street Elementary School		

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 Deanna Marco	Assistant Principal Lisa Bonello
Coach N/a	Coach N/a
ESL Teacher Barbara McCauley	Guidance Counselor Donna Alagna
Teacher/Subject Area Dana Colasuonno	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator n/a
Related Service Provider Gina Principe	Other Lindsay Roseman
Network Leader(Only if working with the LAP team) n/a	Other n/a

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	0	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)	52	Total number of ELLs	2	ELLs as share of total student population (%)	3.85%
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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													0
Dual Language (50%:50%)	0													0
Freestanding ESL														
Push-In	8													8
SELECT ONE														0
Total	8	0	0	0	0	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	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									0
Dual Language	0									0
ESL	2									2
Total	2	0	0	0	0	0	0	0	0	2

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	1													1
Chinese														0
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	0	0	0	0	0	0	0	0	0	0	0	0	2

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

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)														0
Advanced (A)		1												1
Total	1	1	0	0	0	0	0	0	0	0	0	0	0	2

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					0
4					0
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									0
4									0
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									0
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.
PS 9 utilizes Fountas and Pinnell (F & P) assessment system. This tool provides us with the following information: letter/sound identification, word recognition, early book handling skills and instructional/independent reading levels. In addition, running records are evaluated to determine the type of miscues a student is making to make instructional decisions. In writing students are assessed through "on demand" writing assessments utilizing rubrics that reflect the common core learning standards. All of this data allows the teachers to form small groups of differentiated instruction and plan lessons according to the students' individual needs. This information is also shared with the ESL teacher so that she might focus on key areas of weakness during her small group instruction (i.e., 50 minute small group after school program). In conjunction with F & P scores, the ESL teacher carefully examines LAB-R and NYSESLAT scores when planning her instruction as well. Data patterns extrapolated from F & P reveal that the deficits in phonemic awareness of beginning ELLs leaves them with far less word attack strategies than their English speaking peers. With this in mind, both the ESL and the classroom teacher incorporate strategies to better equip these students to increase performance.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a new school only serving Kindergarten we have not established patterns yet.
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 a new school only serving Kindergarten we have not established patterns yet.
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?

As a new school only serving Kindergarten we do not have this data. Once we do we will study the data alongside of the teachers and make instructional decisions. We have not yet administered ELL periodic assessments.
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](#).)
The school utilizes F & P assessments along with other assessments and checklists to identify students in need of RTI. In addition, the universal screening process for ELLs (LAB-R) is also closely examined. Based on need, the school implements the Foundations and Great Leaps programs, which continually charts student progress to guide instruction. The progress of these students is checked by interim assessments.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In the case of ELLs, their second language being English, teachers utilize proven methodologies to ensure multiple entry points of learning for these students. Some examples are: graphic organizers, pre-teaching of vocabulary, and sheltered English.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As we believe that a holistic approach of evaluating our program is in order; at PS 9, we are committed to excellence and we understand that we must grow and change every year to meet the ever changing needs and challenges of our students. With this tenet in mind, all avenues are explored (report cards, formal (NYSESLAT, F and P) and informal assessment (teacher created test, On Demand writing pieces), teacher and parent interviews, and needs based surveys to determine the success of our ELL programs.

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](#).)

The process for identification of ELL's is as follows:

Once a child is admitted to the NYC school system, the parents are involved in the decision-making process. Parents are given the Home Language Survey (HLIS) to identify the child's dominant language and assisted in completing this with a pedagogue. Parents are requested to check off the languages that are spoken at home. The ESL teacher meets with all parents of all new admits who have been identified as needing ESL services to determine if the parents are in need of translation or interpretation services. The school secretary, Christina Mazza (English speaking) and Paraprofessionals, Idanes Font is available to assist in translation. Christine Vitale (PS 48, ESL certified teacher, Spanish speaking) informally interview the child to determine language dominance. The certified ESL teacher conducts these interviews in English and in their native languages. If a parent speaks a language we cannot provide a translator for, we call translation and interpretation services. If a child is identified as dominant in any other language, other than English, then the Language Assessment Battery (LAB-R) is administered within the first ten days of enrollment to determine eligibility for ESL or bilingual services. This test is administered by Christine Vitale individually in English and then in Spanish if necessary.

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.

Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation before the end of September. The orientation is conducted by Christine Vitale (ESL certified teacher, Spanish speaking) with assistance from the school secretary, Christina Mazza. All materials presented at these meetings are translated into languages appropriate for the parents in attendance. A videotape that describes the three program choices: Transitional Bilingual Education, Dual Language, Freestanding ESL. is shown to the parents in their home language. The three program placement options are presented with clarity and objectivity. It is available in 13 languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parent Survey and Program Selection Forms, along with parent brochures, are sent home to those parents unable to attend the orientations, with follow-up calls by Christina Mazza, school secretary, to ensure informed choice is available to all parents. The ESL teacher also monitors the return of the form. Parents complete the parent selection form and the school will conform to the parental choice selections.

These trends help us to plan a freestanding ESL program each year. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files.

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 [\[see tool kit\]](#).)

The school secretary, Christina Mazza runs ATS NYSESLAT eligibility reports to determine who receives entitlement letters. Continued entitlement letters are distributed to parents by mail and/or backpack. The school secretary, Christina Mazza monitors the return of the forms with a checklist. These records are maintained in a locked cabinet and the ESL teacher, Christine Vitale is responsible for maintaining these files. We recognize how important this survey is and we make every effort to accommodate parents to ensure that they are privy to the orientation process. The ESL teacher keeps a running record of all this information and whenever necessary phone interviews are conducted in order to ascertain this important information. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files.

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.

IAs previously stated, parent program and selection forms are filled out at the orientation meeting and stored in the compliance binder. In addition, after parent choices are reviewed, entitlement letters are sent home informing the parents of their program choice. Within ten days of school, continued entitlement and non-entitlement transition letters are sent home with students based

on their June NYSESLAT results. A running record of letters sent home is kept by the ESL teacher. The ELPC screen in ATS is updated within 20 days by the ESL teacher.

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 the beginning of the school year, the ESL teacher in conjunction with the pupil personnel secretary run ATS NYSESLAT eligibility report to account for every student that must take the NYSESLAT exam. Based on these reports, NYSESLAT exams are ordered through the NYSED portal ensuring that the school has enough exams for every student. In the months prior to administering the exam, the principal, test coordinator and the ESL teacher sit to plan how the exam will be administered. A review of needed proctors, rooms, and schedule changes are made to ensure that every single student who requires NYSESLAT testing is administered all four parts of the exam.

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. 
We are a new school and have not developed trends yet. Parents chose freestanding ESL and that is the program we offer.

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])?

At PS 9 the ESL program is a push-in program. We have 1 newcomers requiring ESL for 360 minutes per week (eight 50 minute periods) and 1 Advanced requiring ESL for 180 minutes. Being that the 2 students are in Kindergarten they will be grouped together. The ESL teacher will co-teach with the classroom teacher.
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)?

Administration works collaboratively with the ESL teacher to create a program to service the students for 360 and 180 minutes per week respectively.
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.

ESL push-in services occur during all different content area instruction. The schedule is made so that the ESL teacher collaborates and pushes-in during Social Studies, Science, and ELA.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Currently PS 9 does not have a TBE or Dual Language program, therefore, the students are not receiving periodic assessments in their native language. In the case of special education evaluations, we are cognizant that all ELLs referred for an evaluation must receive the evaluation in both their native language and English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

For Kindergarten students we will use the baseline results from the LAB-R, teacher created assessments aligned to the CCLS, Fountas and Pinnell Literacy Assessment, and performance assessments. In the Spring we will use the results of the NYSELSAT to evaluate the student's level in all four modalities. All of our assessments are aligned to the common core learning standards which address all four modalities.
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).

At this time we do not have any Students with Interrupted Formal Education(SIFE) at the school. Nevertheless, we recognize that a student who has experienced gaps in fromal schooling may lack the critcal (social and academic) skills that are necessary to assist thme in performing on grade level. The first step would be to determine if the child was in fact a SIFE student. If the student fits the criteria, an informal assessment would be administered to dertermine the students level of literacy. If in fact the student was deemed to be Sife, an action plan would be put into effect to meet the basic needs of the child. The next step would be to ascertain the amount of schooling the child has actually had and determine the child's true functioning level. All possible support services would be employed (at risk SETSS, Title III Support, 50 minutes of mandated tutoring.) The classroom teacher in conjunction with the ESL teacher would collaborate to create a plan of instruction based on the student's specific needs. In the case of SIFE students, research suggests that a differentiated approach coupled with TPR (total physical response) and sheltered English methodologies have been successful. The student's progress would be carefully monitored and evaluated on a continuous basis. ELL students receiving service for 4 or more years are given an extension of services for standardized tests. For those students, the academic interventions focus more on text complexity. Extensive preparation in the writing workshop is also done in the ESL setting. In the case of long term ELLs, the school intervention team would meet with the ELL's classroom teachers and ESL teacher to review student's work to see if there was an academic issue impeding the student's language acquisition. In the case of former ELLs, they are provided with 1 additional year of ESL support which can be delivered in the form of AIS or 50 minute mandated tutoring services. The school's test coordinator is also appraised by the ESL teacher of all students eligible for continued testing modifications. Newcomers will receive differentiation through one on one teacher directed activities.
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?

No ELL SWD's are registered her, however, if there were ELLs with SWDs would be provided with Foundations instruction, small group units that are aligned with the Common Core Standards. In addition, the ESL teacher shares best practices of ESL methodology with all teachers of ELLs on staff.

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?

PS 9 recognizes the need for SWDs to be serviced in the least restrictive environment. We have an ICT class on the grade. We utilize the special education teacher's expertise and knowledge to help address those targeted students along with our speech and occupational therapist. In the case of ELLs with SWDs, the ESL teacher is also on hand to support the needs of the ELL students. Administration allows for scheduling to be flexible for these providers in order for them to have common planning time to collaborate.

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

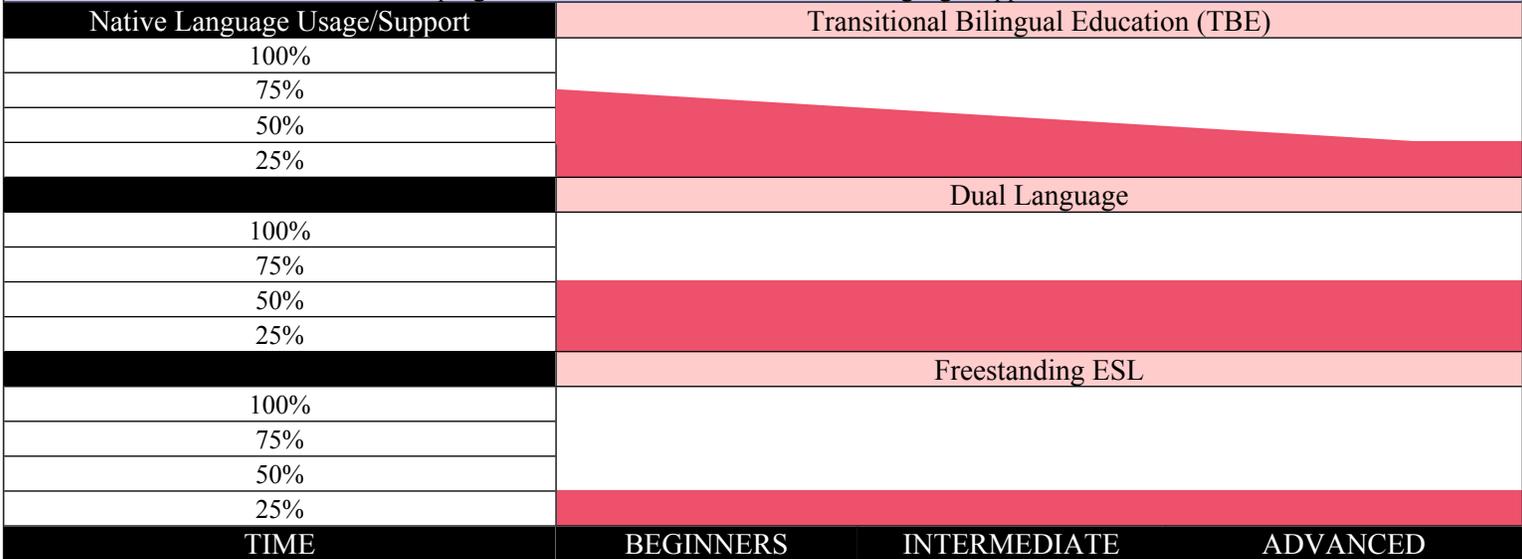
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Intervention programs include AIS, Foundations, and Great Leaps.

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

The ESL program began two weeks ago. We have not yet assessed its effectiveness. We plan to examine the students' progress in January.

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

We will utilize Foundations.

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

N/A

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

At PS 9, every child is afforded the same opportunity to participate in all the activities that the school has to offer. Students are invited to participate in not only academic intervention programs, but a rich arts program as well.

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

In light of the Common Core Standards, the school has purchased Brainpop software, document cameras, smart boards.

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

As we do not have any TBE or Dual language programs at this time therefore explicit native language instruction does not take place. However, whenever possible native language support is provided in the form of bilingual dictionaries, bilingual glossaries are also made available to the students. Bilingual copies of state tests are also provided if needed. In the event that the state does not have a version of the test in the students language the school makes every effort to provide a certified translator. PS 9 recognizes the value of a students native language and makes every effort to make the student feel empowered and encourages families to preserve their native language and not allow attrition to take place.

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

If an ELL is in need of support services, first the case is looked at by the school's Child Study Team where a plan is put together for that student. If the child has an IEP, the IEP is looked at closely to determine what services are needed and how they should be appropriately delivered. Therefore, all services at the school (SETTS, OT, PT, Speech, etc.) correspond to ELLs' grade levels, ages, and if needed, functioning 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.

ELL students (newcomers) team up with other ELL students who speak their native language, making the transition easier for the student in their new school and environment. Students learn their new language (English) using technology and computer programs to help introduce them to their new language using the four modalities. ELL students are invited to a family picnic over the summer and an orientation before the start of the school year.

18. What language electives are offered to ELLs?

Currently there is no language elective offered at our school to any students. Paste response to question here:

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)?

N/A

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.

In order to provide all pedagogues on staff with their 7.5 hours of ELL training, P.S. 9 offers professional development opportunities. The purpose of these opportunities is to enhance and support ELL instruction. Professional development is offered to all staff during extended day, grade meetings and faculty meetings. Professional development is driven by the needs of the students and teachers. Workshops are on a continuum basis. A sign in sheet will be implemented this year for recording. All staff will attend, including the classroom teachers, school secretary, ESL teacher, guidance counselor and administration. Some of the workshops include the following:

- a. How are ELLs identified?
- b. The ELL student and the Common Core Learning Standards
- c. How to help an ELL with phonics?
- d. The ELL student and Response To Intervention
- e. ELLs and the NYSESLAT exam

TC staff developers and Metamorphosis Math mentor also model lessons for teachers in order to share best practices in ESL methodology.

PD will be conducted every Tuesday from 2:40-4:30 from September to June. Teachers are responsible for maintaining their own records of Pd hours.

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?

P.S. 9 recognizes and preserves each child's cultural background by providing enrichment instruction through the Arts and Social Studies. Each month PS 9 has Family Day, where all parents are invited to participate in school activities with their child. In addition, the PTA is very active in working with both parents and school administration. There is an open door policy on behalf of the Principal. Parents are made to feel very comfortable to approach her with any questions or concerns they have. Translations are made available upon request on the spot translations are made available as per the ATS report which states the parents language preference. Through this list we are able to compile a running record of specific languages that are needed for written communications as well as possible translations needed at conferences. Translation services are offered in a variety ways including: DOE translation unit, paraprofessionals on staff, computer based translation programs.

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.

Our ESL teacher is a fully New York State certified teacher. She is committed to academic rigor for her ELL students. All students received rich academic language instruction to increase Listening and Speaking Standards as well as Reading and Writing Standards. Students receive explicit instruction in the use of conversational prompts designed to engage them in meaningful, focused discussions of quality literature. It is through these conversations that students help one another, not only to develop richer vocabulary but also learn to deepen their comprehension of the text and further build each child's schemata. These conversations are an integral aspect of the instructional model – reader's and writer's workshops, read aloud, small group instruction and partnerships. Indeed, instruction in all content areas are organized in such a way that students are required to interact with each other utilizing collaborative learning techniques while simultaneously honing both receptive and expressive language.

School Name: PS 9

School DBN: 31R009

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deanna Marco	Principal		11/15/13
Lisa Bonello	Assistant Principal		11/15/13
N/A	Parent Coordinator		
Barbara McCauley	ESL Teacher		11/15/13
N/A	Parent		
Dana Colasuonno	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Donna Alagna	Guidance Counselor		11/15/13
Neal Opromalla	Network Leader		11/15/13
Lindsay Roseman	Other <u>School Psychologist</u>		11/15/13
Gina Principe	Other <u>Speech Therapist</u>		11/15/13
	Other		
	Other		