



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: RYER AVENUE ELEMENTARY SCHOOL

DBN (i.e. 01M001): 10X009

Principal: JACQUELINE BAILEY

Principal Email: JBAILEY5@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

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
Jacqueline Bailey	*Principal or Designee	
Claudia Rerrie	*UFT Chapter Leader or Designee	
Derrick L. Head	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jane McDonnell	Teacher/Chairperson	
Anthony Muia	Member/ Teacher	
Rita Ferretti	Member/ Teacher	
Mary Weatherwax	Member/ Teacher	
Carmen Perez	Member/ Teacher	
Lizette Villar	Member/ Parent	
Olga Torres	Member/ Parent	
Evelyn Rivera	Member/ Parent	
Erica Vega	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 1. Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 10X009

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	830	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	33
Types and Number of Special Classes (2013-14)					
# Visual Arts	40	# Music	38	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.3%	% Attendance Rate			90.2%
% Free Lunch	99.9%	% Reduced Lunch			0.0%
% Limited English Proficient	32.2%	% Students with Disabilities			17.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American			15.9%
% Hispanic or Latino	81.4%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	0.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	3.15	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	1.6%	% Teaching Out of Certification			4.8%
% Teaching with Fewer Than 3 Years of Experience	25.8%	Average Teacher Absences			8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.4%	Mathematics Performance at levels 3 & 4			13.7%
Science Performance at levels 3 & 4 (4th Grade)	66.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<ul style="list-style-type: none"> We designed and implemented Common Core aligned units in both ELA and Math, per the citywide expectations for 2012-2013. Teachers received PD around the use of Depth's of Knowledge and rigor. School leaders provided teachers effective and supportive feedback based on Danielson's Framework. Parents participated in technology workshops. 			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ul style="list-style-type: none"> Continue to support teachers with using the DOK rubrics to increase rigor across all classrooms. To improve purposeful planning we will offer PD on differentiating instruction to provide multiple entry points for our identified subgroups. 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
PD opportunities in the form of Lunch and Learn were limited in attendance. We need to find creative scheduling opportunities to provide multiple PD avenues, which will increase participation.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We met all goals for the 12-13 SCEP, however, based on our 12-13 Quality Review we need to continue to focus on goal #3 to increase rigor using the DOK rubric, in order to activate higher order thinking skills from our students.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
<ul style="list-style-type: none"> The intense requirements of implementing two new core curriculums. Time for the curriculum team and grade teams to meet to adapt instructional materials to meet the needs of our students. Increasing parental involvement and engagement. 			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<p>Ps 9 students in various subgroups made exceptional gains in the 2013 state assessments, as per the 12-13 progress report. Our goal for 13-14 is for all the students in the various subgroups to continue to make progress. We have set the following academic achievement targets for 13-14:</p> <ol style="list-style-type: none"> 1. To increase the students at level 3 or 4 in the ELA State exam from 9.4% to our peer schools median score of 13.4%. 2. To increase the students at level 3 or 4 in the Math State exam from 13.7% to our peer schools median score of 16%. 3. For 75% of the ELL students (K-5) to progress at least one year or more on the Developmental Reading Assessment (DRA) when comparing exam data from test administrations September/June. 			
Describe how the school leader(s) will communicate with school staff and the community.			
<ul style="list-style-type: none"> School leaders will communicate via email, weekly newsletters, school website, faculty meetings and grade level team meetings. Grade leaders across grades meet on a regular basis with school leaders, and disseminate information to their teams. We have improved our school's electronic communication systems, all PS 9 teams have specific email addresses, i.e. grade5@ps9online.org; when an email is sent to that address all the members on that team will receive an email to both their school-based email account and their NYCDOE email account. School leaders are able to send targeted emails to specific teams. Additionally, we have a school-wide email address, which allows us to send a message to all the members of our PS 9 community. We have a centralized bulletin board by the main office for pertinent daily announcements, such as prep changes, workshops and deadlines (This is in addition to other forms of communication). 			
Describe your theory of action at the core of your school's SCEP.			
Our goals at PS 9 are based on our school's mission to provide our students with a nurturing, safe environment that promotes			

creativity and higher level thinking skills that will allow students to embrace new challenges. Our instructional focus, based on the feedback and recommendations from the Quality Review, are to increase instructional rigor that provides multiple entry points, and to develop high level questions that promote higher order thinking.

Describe the strategy for executing your theory of action in your school's SCEP.

We will develop teachers through the use of teacher effectiveness, to improve practice. As per the citywide instructional expectations, we will participate in PD activities in order to build a shared school-wide understanding of what effective teaching is. School leaders will provide teachers with effective and supportive feedback based on the Danielson's Framework for Teaching. Additionally, through goal setting teachers will reflect on their practice to identify areas for growth. School leaders and the curriculum vertical team will make evidence based adjustment to the curriculum and instructional practices to support our instructional focus and close curricular gaps.

List the key elements and other unique characteristics of your school's SCEP.

We have increased our leadership capacity with the addition of a bilingual Assistant Principal. The literacy coach and staff developer actively support and mentor new teachers, and provide ongoing support to seasoned teachers to incorporate and balance the Common Core aligned curriculum with research-based instructional strategies and best practices.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

School leaders received training on the Advance evaluation system to align supervisory practices to better support teachers with classroom visits and actionable feedback. Additionally, the resources in the Advance website provide us with a toolkit of guides, forms, templates and professional development support. We use data from various sources, such as observations, surveys, QR to support teacher development.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Source: QR, Part 3 School Quality Criteria Page 7, Systems for Improvement (Indicator 3.1)

3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.

This goal is to help us address the developing score we received for this indicator, and the citywide instructional expectations to make evidence-based adjustments to school-wide practices based on goals that are tracked for progress.

Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	X	2.3 Systems and structures for school development
2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By the end of June 2014, 100% of teachers will meet with administrators from 1-3 times per year to set short and long term goals/benchmarks, and monitor, revise (as needed), and reflect upon achievement of goals/benchmarks to improve teacher practice and strengthen teacher accountability. We will develop teachers' understanding of Danielson's Framework for Teaching to help them reflect on their work and identify areas for growth.

Instructional Strategies/Activities

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

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

1. A professional development survey will be administered to staff to determine PD needs. PD included but not limited topics:
 - Understanding the Danielson Framework Rubric
 - Danielson Framework Competencies
 - The New Teacher Evaluation System
 - Using data to inform instruction
 - Setting data-based goals
 - CCLS instructional strategies and techniques
 - Using ArisLearn as a tool to self-reflect and set goals

2. A review of informal and formal observations will help administrators and support staff to determine areas of improvement that should be addressed through PD and instructional support.
3. Teachers will submit long-term goals and meet with administrators to review and determine supports needed to meet the goals. Administrators will share relevant data for teachers to align goals to the school.
4. Administrators will conduct mid-year reflection meetings with teachers to monitor progress made on goals, additional support needed to accomplish goals, and to determine if benchmarks have been achieved.
5. An end of year reflection on teacher goals/benchmarks will be discussed between the administrators and teachers.

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

1. Administrators, data specialist and instructional coaches

2. Administrators, staff developer, instructional coaches, consultants, CFN 109 3-5 Administrators, data specialist
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Completed PD surveys will be collected and analyzed to determine future PD areas and improve targeted support. Using the Danielson Framework rubric, administrators will identify developing areas to provide teachers with constructive feedback in order to improve Instructional practice. Student growth data (DRAs, Performance Tasks, end of unit assessments) will be analyzed periodically to determine if the teacher is implementing short and long term goals to impact students. Periodic goal sheets will demonstrate that short-term and long-term goals/benchmarks are set throughout the year. Administrators will conference with teachers using the new Danielson checklist to reflect on their teaching practice to help them revise their goals for the upcoming school year.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013 – November 2013 Ongoing, September 2013-June 2014 Ongoing, September 2013-June 2014 December 2013 - February 2014 March 2014-June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Title I and Title III funds will be used for making copies and purchasing material related to implementing goal. Title I Priority/Focus funds will be used for afterschool PD: 2 per session hours x 10 teachers x 1 days for afterschool workshop on using ArisLearn as a tool to self-reflect. 2 per session hours X 15 teachers x 1 day for afterschool workshop on using data to inform instruction and setting goals. Title I and Title III funds will be utilized to provide refreshments and materials for teachers at after-school PD sessions. We will use NYS STVP monies to purchase software and hardware that will assist the teachers with creating and monitoring goals set. Title I and Title III funds will be used for making copies and administrative costs to support teachers with setting and achieving short and long-term goals. We will continue to use FSF and Title II funds to pay for teacher salaries, and monies from various sources (Tax Levy, Title I, Title III, etc.) to support PD per session activities, and administrative costs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Source: QR, Page 5 (Indicator 1.1)

Strengthen the design of curricula and academic tasks to consistently support rigorous and cognitively engaging learning opportunities for all students, including English language learners and students with disabilities. (1.1)

As per the QR feedback student engagement in rigorous task was inconsistent across classrooms, and there was no evidence of tiered tasks with multiple entry points.

Source: QR, Page 5 (Indicator 2.2)

Improve the alignment of interim assessments and grading policies across content areas to ensure students self-assess and are able to identify their next learning steps. (2.2)

According to the QR student use of rubrics in writing to self-assess is not yet fully developed, and ongoing checks for student understanding by teachers during lessons are not evident.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By the end of June 2014, as per the citywide expectations, 100% of classroom teachers will use curricula aligned to the CCLS standards in all content areas that is embedded with multiple entry points for all learners, as well as opportunities for student centered assessment, as evidenced by teacher lessons.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Refine both ELA and Math units of study scope and sequence to provide multiple entry points for English language learners and students with disabilities, and to improve the alignment of assessments with the units of study.
2. Professional Development opportunities delivered in various ways, in-house instructional coaches, math and literacy consultants, curriculum specific workshops and webinars
3. Professional Development workshops to:
 - o Address the needs of students with disabilities and ELLs
 - o Increasing Rigor using DOK rubric
 - o How to develop and use CCLS-aligned rubrics and using them with students to self-assess.
 - o How to develop high level questions
 - o Looking at student work
4. Using the TriState Rubric tool to evaluate ReadyGen and GoMath! Curriculum to be able to align to the Common Core Learning Standards and fill any curriculum

gaps

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

1. Curriculum Vertical Team, literacy coach, staff developer, literacy and math consultants
2. Literacy coach, staff developer, literacy and math consultants, CFN 109
3. Literacy coach, staff developer, literacy and math consultants, CFN 109
4. Curriculum Vertical Team, literacy coach, staff developer

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

1. The progress, effectiveness, and impact of refining both the ELA and Math curriculum will be measured by the completion of revised curriculum maps that will support rigorous and engaging learning opportunities for all students as evident by documented administrative formal and informal class observations.
2. The effectiveness, and impact of professional development will be based on:
 - o Progress shown in the delivery of instruction based PD
 - o Student work and bulletin boards that show evidence of student engagement in tasks related to PD
 - o Administrative formal and informal short cycle observations.
 - o PD evaluation forms to receive feedback on the PD, questions, and individual learning needs.
3. Same as above, See #2
4. Evaluation forms will be distributed to teachers to retrieve feedback on the process; data will be used to improve upon the process, as needed.

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

1. Ongoing, September 2013-June 2014
2. Ongoing, September 2013-June 2014
3. Ongoing, September 2013-June 2014
4. November 2013-March 2014, will continue based on evaluation data and feedback on the process

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

1. Title I, Title I Priority/Focus, and Tax Levy funds will be used to pay for teacher per session for the Curriculum Vertical Team: 2 per session hours x 8 vertical team members x once a month, and for per diem substitute pay as needed
2. Tax Levy, Title I, Title I Priority/Focus and Title III funds will be utilized for administrative costs, translation services of curriculum materials, and PD per session activities.
 - o 40 consultant days for Math Consultant to develop teachers and adjust curriculum
 - o 5 consultant days for Literacy consultant to develop teachers
 - o 2 consultant days to provide PD on Increasing Rigor and using DOK rubric
 - o 3 consultant days to provide PD on looking at student work and addressing the needs of students with disabilities and ELLs
3. Tax Levy, Title I, Title I Priority/Focus and Title III funds will be utilized for administrative costs, translation services of curriculum materials, and PD per session activities. 2 per session hours X 15 teachers x 2 days for afterschool workshop on developing CCLS aligned rubrics

4. We will use NYS STVP monies to purchase CCLS aligned software and academic materials that will help close the curricular gaps.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Source: QR, Page 5 (Indicator 1.2)										
Strengthen teacher practice so that teachers consistently develop high level questions and students engage in discussions that promote high levels of thinking. (1.2)										
<ul style="list-style-type: none"> ○ Teacher low level questions limit rigor and hinder the opportunity for students to call on high order thinking. ○ Teacher directed lessons did not promote student group discussions. Visits to classrooms reveal student talk and conversation is minimal. 										
According to the QR, page 5 (Indicator 1.1)										
<ul style="list-style-type: none"> ○ The Depth of Knowledge rubric was not used to evaluate the level of rigor of tasks. Consequently, these tasks limit student cognitive engagement and do not require students to activate higher order thinking. 										
Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing			

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
X	4.2 Instructional practices and strategies				X	4.3 Comprehensive plans for teaching				
	4.4 Classroom environment and culture					4.5 Use of data, instructional practices and student learning				

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By the end of June 2014, 100% of all classroom teachers will integrate performance tasks that are designed at a Depth of Knowledge Level 3 or 4, and provide multiple entry-points that address the needs of various student sub-groups to ensure higher order thinking and success for all students.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. As we continue to move students to meet higher standards, and create rigorous instructional experiences, we will focus on identifying and revising performance tasks from new Math and ELA curriculum, or creating performance tasks that are both "challenging and accessible" into CCLS aligned units of study.										
2. Ongoing PD will be provided on a bimonthly basis, throughout the year, on topics related to meeting needs of student subgroups, DOK, close reading of texts,										

Major/Minor/Supporting math clusters, student engagement, higher order questioning, and evidenced-based thinking.

3. The Curriculum Vertical Team will serve as a Peer Review committee to delineate performance task DOK levels, using DOK guidelines and the Tri-State Rubric. They will provide teachers with their rationale for their DOK determinations to build capacity.
4. Provide tiered intervention to meet the needs of all students, through small group instruction, ELL support learning models, Special Education services, afterschool programs, Saturday Academy to ensure success for all students.
5. Form self-directed study groups that will maximize opportunities for text-based discussions and the use of community-enhancing protocols to cultivate shared understanding of rigor.
6. Common planning times for various PS 9 teams to meet, plan and analyze student work to discuss instructional strategies and interventions that support higher order thinking and rigor.
7. Collaborative mentoring program for new teachers by the literacy coach, staff developer and administrators, to build a cohesive relationship between new teachers and school leaders.

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

- 1 Curriculum Vertical Team, literacy coach, staff developer, literacy and math consultants, teachers
- 2 Literacy coach, staff developer, literacy and math consultants, CFN 109
- 3 Curriculum Vertical Team, literacy coach, staff developer
- 4 Teachers, coaches, administrators
- 5 Self-directed teacher study groups
- 6 PS 9 teacher teams, literacy coach, staff developer, administrators
- 7 Administrators, literacy coach, staff developer, new teachers

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

1. The progress, effectiveness, and impact of integrating performance tasks into the CCLs aligned units of study will be measured through increased student engagement and the use of instructional strategies to increase rigor, such as high order questioning and student discussions as evident by documented administrative formal and informal class observations.
2. The effectiveness and impact of professional development activities will be measured through improved instructional practices that reflect PD topics, as evident by administrative formal and informal observations.
3. The identification of the performance tasks DOK levels will be reflected in revised Units of Study, and will include instructional strategies to support student mastery of rigorous and challenging content with high expectations for all students.
4. The progress and effectiveness of tiered student interventions will be measured through improved student outcomes on performance-based formative assessments. Teachers will scaffold students to be able to demonstrate a grasp of standards-based grade level knowledge and skills.
5. The effectiveness of self-directed teacher study groups will be demonstrated through improved lessons, instructional practices, and student mastery of rigorous content.
6. The progress, effectiveness, and impact of common planning times will be evident in an increase in scaffolded lessons, data-driven interventions, school-wide rubrics to promote rigor.
7. The progress, effectiveness, and impact of the collaborative mentoring program, will be a common understanding of academic rigor, higher order thinking, and

coherence across the new teachers' classrooms. New teachers will be able to share experiences, struggles, and successes, and increase teacher competency. This will be measured by the record of new teacher/mentor interactions as entered in the New Teacher Mentoring System.

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

1. Ongoing, September 2013-June 2014
2. Ongoing, September 2013-June 2014
3. November 2013-March 2014
4. October 2013-April 2014
5. January 2014-June 2014
6. Ongoing, September 2013-June 2014
7. August 2013- June 2014

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

1. Title I, and Tax Levy funds will be used to pay per session for the Curriculum Vertical Team: 1 per session hour x 8 vertical team members x 2 times a month.
2. Tax Levy monies and Title I funds will be used to support PD per session activities.
3. Tax Levy, Title I, and Title III funds will be utilized for administrative costs, translation services of curriculum materials, curriculum vertical activities. 2 per session hours X 8 teachers x once a month for afterschool workshop on revising units of study with DOK levels.
4. Tax Levy, Title I, Title III funds will be used to pay teacher per session activities for afterschool and Saturday programs, and to purchase academic materials to support student interventions to access a rigorous curriculum.
5. FSF, Title II and Title III funds will be used to pay for teacher salaries. Tax Levy and Title I funds will be used for making copies.
6. Tax Levy and Title I funds will be utilized to provide refreshments for teachers participating in PD sessions.
7. Tax Levy and Title I funds will be used for making copies, and administrative costs related to mentoring new teachers.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Source: QR, Part 3 School Quality Criteria Page 7, School Culture (Indicator 3.4)

3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.

- This goal is to help us address the developing score we received for this indicator, and the citywide instructional expectations to organize the school to meet the needs of all students, and provide students with tiered interventions as needed.

Review Type: QR	Year: 2012-2013	Page Number: 7	HEDI Rating: Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships	5.3 Vision for social and emotional developmental health
5.4 Safety	5.5 Use of data and student needs
	X

Annual Goal #4

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

By June 2014, 100% of teachers will use the RTI model and protocols for identifying and addressing the social and emotional needs of students, and create intervention plans for 15% of the population that will support the use of data to respond to the student's developmental health needs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. The RTI Committee will continue meeting to identify the social and emotion needs of students.
2. The RTI team will convene on a bi-weekly basis to identify instructional, social, and emotional support for Tier II students. (Ongoing, throughout the year).
3. Teachers will document the various strategies, supports, and steps taken for students requiring additional Tier II support for review by the RTI team. Some of the strategies will include, delivering intervention to a small group of students 5-8 student for approximately 15-30 minutes a day, 4-5 days per week, grouping students with similar instructional needs, and using students' preferred learning preference to deliver instruction.
4. The RTI team will meet with the classroom teacher and review student academic and behavioral data to review, find gaps, and appropriate next steps.
5. The RTI team will revisit each case to review targets over a six-week period to determine next steps. (Ongoing, throughout the year)
6. After school academic, social programs, and community based-organization programs will be offered to at-risk students, who require further social and emotional support. Our students participate in many different community based programs that help develop their social skills such as:
 - Grandma Carmelita- a volunteer program for our seniors to visit elderly people in nursing homes
 - Afterschool Sports and Arts Program (SASF) – they provide daily, afterschool academic and social development support
 - Violence Prevention Program- for at risk students, to develop social and emotional skills
 - NYU LEAP Program- A literacy support program through the arts
7. Lehman College social worker interns will work under the supervision of the Social Worker, Marcia Dadosh, to provide additional support to students requiring social and emotional interventions, on a daily basis.

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

1. Social Workers, School Psychologist, ELL Instructional Liaison, teachers, administrators, parents, and the Instructional Support Team members.
2. Social Workers, School Psychologist, ELL Instructional Liaison, teachers, administrators, parents, and the Instructional Support Team members.
3. Classroom teachers, Data Specialist, cluster teachers.

4. Social Workers, School Psychologist, ELL Instructional Liaison, teachers, administrators, parents, and the Instructional Support Team members
5. Social Workers, School Psychologist, ELL Instructional Liaison, teachers, administrators, parents, and the Instructional Support Team members
6. Teachers, data specialist, administrators, Instructional Support T5eam members.
7. Social worker, School Psychologist, Lehman College social worker interns.

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

1. Teacher RTI forms completed for students requiring additional supports will be used to determine that teachers are using the RTI approach for intervention. Committee sign-in sheets and agendas will demonstrate that meetings are carried out.
2. To evaluate progress and effectiveness, RTI Committee meeting notes and recommendations/supports offered will serve to ensure that at-risk students are being provided with intervention services.
3. Progress and impact of strategies and supports will be measured by performance on student Performance Tasks and ELA and Math to measure growth after interventions and strategies are put into place.
4. Progress, effectiveness and impact will be evident by the review of teachers' conference notes, RTI forms, and notes on progress made after the RTI team and classroom teacher puts interventions in place.
5. Notes on progress made after interventions are put in place (every 6 weeks) will help to determine if interventions are successful and the next steps.
6. Progress made on student Performance Tasks and ELA and Math exams will be reviewed to measure growth after interventions.
7. Evaluation forms and surveys will be completed; data will be used to revise the program, as needed.

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

1. September 2013-November 2013- continue as needed
2. September 2013-June 2014
3. November 2013- February 2014- ongoing throughout the year as needed
4. December 2013- February 2014
5. September 20130 June 2014
6. October 2013 April 2014
7. October 2013- May 2014/ Evaluations and surveys June 2014

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

1. Tax Levy and Title I funds will be utilized to provide refreshments for parents participating in informational RTI sessions.
2. Tax Levy and Title I funds will be utilized to provide refreshments for parents participating in informational RTI sessions; to pay for translation services, as needed (for parent informational letters and test translations).
3. FSF and Title II funds will be used to pay for teacher salaries.
4. Tax Levy and Title I funds will be used for making copies, translation services, and administrative costs related to RTI meetings.
5. Tax Levy and Title I funds will be used for making copies, translation services, and administrative costs related to RTI meetings.

6. Tax Levy funds will be used to pay for teacher salaries, and to fund related services (i.e. TL Mandated Counseling, Mandated Speech, Occupational Therapy).
7. Tax Levy and Title I funds will be used for making copies, instructional materials to support student's social and emotional needs, and refreshments for intern meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA	X	Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Source: QR, Part 3 School Quality Criteria Page 7, Culture (Indicator 3.4) and Systems for Improvement (Indicator 3.1)			
<p>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?</p> <p>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?</p>			
<p>This goal is to help us address the developing scores we received for these indicators, and the citywide instructional expectations to move students towards meeting higher standards by engaging families. (2.2, 4.2, 5.1)</p> <ul style="list-style-type: none"> o Ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Encourage families to support their children in rising to this new challenge. o Continue to share evidence of student progress with families. 			
Review Type:	QR	Year:	2012-2013
Page Number:	7	HEDI Rating:	Developing

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, school community events and family outreach will increase by 20%; parental involvement in school community events will increase by at least 5%, so that the strengths and needs of both students and parents are identified and used to augment learning.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	

1. Curriculum Night to inform parents of the CCLS, academic expectations and ways they can support their students.
2. Monthly family workshops to foster positive relationships between school and home
3. Various school supports for Preschool parents to facilitate the transition from Preschool to Kindergarten:
 - Targeted family workshops for preschool families to show parents ways to support their children with developing academic, social and emotional skills
 - Meet the Kindergarten team orientation meetings, to introduce families to the teachers and the academic expectations in Kindergarten
 - PS 9 Brochure for Preschool families with information about Kindergarten teachers and school programs available
 - School tours and open house events to familiarize families with key personnel and the main building
4. Clear and consistent communication with families through our school website, email, outdoor signage, and letters sent home to inform them of workshops, activities and important school wide news
5. Distribute monthly calendar of school wide events, parent meetings, and other activities
6. Monthly Breakfast with the Principal to foster positive relationships between school and home
7. Solicit opinions and interests from families using online and paper surveys to help plan, review and improve programs and support available to families.
8. Technology workshops for families in both English and Spanish

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

1. Parent Coordinator, administration, SLT, all teachers
2. Parent coordinator, literacy and math coaches, administration, SLT, social worker, community based programs
3. Parent coordinator, preschool teachers, kindergarten teachers, administration, SBST team, literacy and math coaches, community based programs
4. Parent coordinator, administration, Technology coordinator
5. Parent coordinator, administration, Technology coordinator
6. Parent coordinator, administration, SLT
7. Parent coordinator, Technology coordinator
8. Parent coordinator, Technology coordinator

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

1. Sign-In sheets will be used to gather data on participation.
2. Progress, effectiveness and impact will be measured by reviewing agendas with topics offered to families, and completed feedback forms.
3. Sign in sheets will be used to gather data on participation, feedback forms from different workshops.
4. Results of 2013-2014 Learning Environment Survey on how well the school communicates with families.
5. Results of 2013-2014 Learning Environment Survey on how well the school communicates with families.
6. Agendas and sign in sheets will be used to evaluate topics and gather data on participation.
7. Completed surveys will be used to evaluate effectiveness and the results will be used to plan accordingly in order to increase parental engagement.
8. Progress, effectiveness and impact will be measured by reviewing agendas with topics offered to families, and completed feedback forms.

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

1. September 2013 – October 2013
2. September 2013 - June 2014
3. January 2014 - June 2014
4. September 2013 - June 2014
5. September 2013 - June 2014
6. October 2013 – May 2014
7. November 2013 – March 2014
8. January 2014 – May 2014

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

1. Tax Levy monies will be used for administrative costs, and to fund the Parent Coordinator.
2. Non-contractual services to engage parents, Tax Levy, Title I and Title III funds will be utilized to provide refreshments for parents participating in monthly workshops. Title I Priority/Focus funds will be used for teacher per session for planning and participation in afterschool workshops for parents. 1hr x 3 teachers x once a month
3. Tax Levy monies, Title I and Title III funds will be used to provide refreshments for parents and to support PD per session activities for trainers.
4. Non-contractual services to engage parents, Tax Levy and Title I funds will be used to pay for translation services, as needed (for parent informational letters and materials translation).
5. Tax Levy and Title I funds will be used for making copies.
6. Tax Levy, Title I and Title III funds will be utilized to provide refreshments for parents participating in informational sessions during Breakfast with the Principal.
7. Tax Levy and Title I funds will be used for making copies.
8. Tax Levy and Title I monies will be used to purchase books to support parents who are learning technology. Title I Priority/Focus funds will be used for teacher per session for planning and participation in afterschool workshops for parents. 1hr x 3 teachers x once a month.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	<p>A variety of Academic Intervention Services (AIS) programs are being used, dependent upon the type of literary needs a student requires:</p> <ul style="list-style-type: none"> • Great Leaps Reading Program • Wilson • Foundations • NY Ready • Reading A-Z Guided Reading • Study Island- Technology • iReady- Technology • Close Reading- Sleuths • D.E.A.R. time- Independent Reading <p>Needs vary and include:</p> <ul style="list-style-type: none"> • Decoding and fluency through repeated readings • Comprehension through close reading of short text and “fishing” for details. • Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence. 	<p>All programs are small group services. Additional Tier II and III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<ul style="list-style-type: none"> • During the school day (last period) • D.E.A.R. Time- 20 min. a day • Extended Day- 50 minutes 2x week • After-School (5 days per week) • Saturday Academy (16 weeks)
Mathematics	<ul style="list-style-type: none"> • Math Games from Math Consultant and computer assisted programs, such as Study Island are used during the AIS period by the classroom and support teachers in small groups. • GoMath! Grab and Go Kits 	<p>All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<p>AIS services in mathematics are cycled into the program in order to provide equity with literacy, since literacy supports thinking and writing about the logic of math.</p>

	<ul style="list-style-type: none"> • GoMath! RTI and Math in Focus • Manipulatives and Smart Boards are used widely to provide concrete understanding for abstract concepts that need to be internalized by students. 		<ul style="list-style-type: none"> • During the school day (last period) • Extended Day- 50 minutes 2x week • After-School (5 days per week) • Saturday Academy (16 weeks)
<p>Science</p>	<p>Science support is provided in both the literacy and math segments of AIS instruction, as it relates to the non-fiction genre and various topics in mathematics. Some of the needs vary and include the following strategies/approaches:</p> <ul style="list-style-type: none"> • Decoding and fluency through repeated readings • Comprehension through close reading of short text and “fishing” for details. • Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence. • Running experiments • Using the Smart Board to view and create models. • Applying science learning to real-life science issues. • Brainpop and Brainpop Jr. animations and quizzes. <p>There is one science curriculum specialist. One goal of our science curriculum specialist is to work in alignment with the grade’s teachers and curriculum maps in literacy and math to support instructional objectives. In addition, the science room has been transformed into a science lab, equipped</p>	<p>All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<p>AIS services in science are integrated into both literacy and mathematics instruction.</p> <ul style="list-style-type: none"> • During the school day (last period) • Extended Day- 50 minutes 2x week • After-School (5 days per week) • Saturday Academy (16 weeks)

	<p>with science tables, and technical tools. Insects, reptiles, and mammals abound in the science lab for children to observe and draw conclusions. The school's acquired FOSS science units of study supplement science learning.</p>		
<p>Social Studies</p>	<p>The Social Studies curriculum is conducted in-class using the Scott Foresman and Houghton Mifflin Social Studies resources geared towards New York State Social Studies. Student needs in social studies are also cycled into the AIS program through integration in the literacy segment of AIS, as it relates to supporting the non-fiction genre. Some of the needs vary and include the following strategies/approaches:</p> <ul style="list-style-type: none"> • Decoding and fluency through repeated readings • Comprehension through close reading of short text and “fishing” for details. • Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence. 	<p>All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<ul style="list-style-type: none"> • During the school day (last period) • Extended Day- 50 minutes 2x week • After-School (5 days per week) • Saturday Academy (16 weeks)
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The guidance counselors meet regularly with small groups of students who have been identified by the administration, teacher, family, or prior need. Guidance counselors meet informally with students who seek them out. They intervene and help to mediate conflicts, while building conflict resolution skills. Problem-solving skills-building techniques support school-wide efforts</p>	<p>All support is provided through small group and individual services. In addition, an RTI Team identifies at-risk students to determine the Tier II or Tier III supports necessary.</p>	<p>Guidance counseling, visits with school psychologists, and visits with the social worker are on-going, and vary by student. Most of these at-risk students are visited daily, 2-3 times per week, or weekly.</p> <p>RTI Team meets bi-weekly.</p> <p>Lehman Interns meet with students 2-3 times per week.</p>

via Peace Builders and Responsive Classroom approaches that are infused throughout classrooms from K – 5. Students who are mandated for counseling services certainly partake of the services offered to this population. Our guidance counselors regularly participate in professional development and trainings that are mandated and that enhance their abilities to meet the needs of students. Survey taking has been a part of an assessment that our guidance counselors at PS 9 have taken. The results will be incorporated into programs, which will benefit students.

The school psychologists work side-by-side with the School Based Support Team

(SBST.) As required, on assigned days with the school and team, they work with students and families who have been identified as being at-risk, academically, emotionally, and socially. One is a licensed monolingual, and the other a bilingual school psychologist. There is communication between the school psychologist, classroom teacher, guidance counselor, and administration.

As stated above, PS 9 has a social worker that works out of the SBST office and has frequent contact with students and families. She provides outreach services, and information to families to acquire assistance that the school cannot provide. She is also the

liaison between school and community based organizations (CBO), holding each accountable to meeting the needs of students. The social worker plans workshops for parents, lunchtime groups for parents and children, and has been awarded a grant that has helped fund projects that will build esteem, confidence, social skills, and citizenship. She makes connections for students with the Fresh Air Fund, enabling students to experience other-than urban environment. The social worker maintains frequent communication with the guidance counselor and administration to ensure an alignment of services. In addition, she manages a team of Social Worker Interns from Lehman College, who work with at-risk students.

There is a NYC Health Department nurse assigned to the school on a full-time basis. Vision screening is also provided by the same agency to first, third, and fifth graders, with third graders receiving prescribed glasses at no-cost. The school nurse conducts sessions with students on health and nutrition, diabetes, and asthma as determined by NYC Health Department stipulations, and by student need. Students who are newly admitted to the New York City public schools are confirmed to have the full menu of immunization required for school, otherwise these students are excluded until their health status is assured. Academically at-risk students have their vision and hearing reviewed to ensure

	that these health conditions do not impact negatively on scholastic achievement.		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

8. All elements of the *All Title I Schools* section must be completed*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	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.

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

For the 2013-14 school year, 96% of our teachers are classified as "Highly Qualified", with the exception of the following new teachers (who are enrolled in Masters Programs and are on their way to becoming highly qualified):

- ∞ Travis Stump, Teacher of Grade 5 Self Contained Special Education (Expected to be qualified by Aug. 2014)
- ∞ Maureen Donohue, Teacher of Grade 3 ICT (Expected to be qualified by Dec. 2014)

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).

To ensure that current staff becomes highly qualified ongoing, on-site support will still be provided through new teacher training. There will be school based mentoring and grade level buddy systems that will promote professional development. There will be professional development for classroom environment and management, curriculum planning and assessments. Teacher leaders will continue to participate in citywide and network-wide professional development opportunities to maintain the level of qualification according to current trends.

As stated above, professional development in current "best practices" will continue to be provided to all staff members. The Math Coach, Literacy Coach, and Data Coach will deliver professional development to teachers so that they can have a positive impact on student learning and achievement. A math and literacy consultant have been hired to provide teachers with strategies for addressing high needs learners, particularly students with IEP's. In addition, Network support staff provides teachers with additional 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 **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.).

PS 9 takes advantage of all opportunities to combine and increase the resources available for our students. PS 9 utilizes federal, state and local funding resources to provide a high level of instruction for all students. PS 9 offers two Preschool programs, and various supports for Student in Temporary Housing (STH). Monies from Federal and State Sources are provided for homeless students. The educational needs of our homeless students are met through collaboration with our counselor, STH school based liaison and community based services. The recommended guidelines for homeless students are followed including providing transportation to homeless families allowing them to remain at PS 9. Along with various academic afterschool programs, we also offer a Violence Prevention program and a Positive Behavior Intervention Support (PBIS) system. These supports are available to all PS 9 students.

The remainder of PS 9's federal, state and local funding resources are allocated for purchasing learning materials, to cover training costs for staff and per diem for substitute teachers as needed. We also use the allocated funds, as required by Federal Title 1 law, for Parent Involvement activities.

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.).

At PS 9 we understand the significance of engaging families to ensure students succeed. In accordance with Goal #5, we plan to increase parental involvement by creating events and programs that support Preschool families. We will capitalize on these families to support their children's academic, social, and emotional skills, through targeted workshops and events. Our goal is to create a smooth transition from the Preschool programs offered at PS 9 to our Kindergarten and elementary programs. We plan the following activities to assist preschool children in the transition from early childhood programs to the elementary programs:

- Targeted family workshops for preschool families to show parents ways to support their children with developing academic, social and emotional skills
- Kindergarten Orientation, to introduce families to the teachers and the academic expectations in Kindergarten
- PS 9 Brochure for Preschool families with information about Kindergarten teachers and school programs available.
- School tours and open house events to familiarize families with key personnel and the resources available in main building.

Additionally, we provide many opportunities for our pre-kindergarten students to participate in school activities with the kindergarten students throughout the school year. The Pre-k students also attend physical education and all assemblies that kindergarten students attend.

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.

The new system of teacher evaluation and development, *Advance* includes multiple Measures of Student Learning (MOSL) in addition to the Measures of Teacher Practice. Every teacher will have two types of measures: State Measures and Local Measures, each worth 20% of the teacher's evaluation (40% total). A school Local Measures Committee, composed of staff chosen by the Principal and the UFT chapter leader will submit their recommendations of types of MOSL's to the Principal. The Principal and the Local Measures Committee will have the opportunity to re-select measures and committee members each year.

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

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

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

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.

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:

- provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- train parents in ways to support and maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- establish appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- continue to fund the Parent Coordinator position, as filled by Mara Resto to serve as a liaison between the school and families. Ms. Resto 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. She 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 such as parenting skills, grade-level curriculum and assessment expectations, literacy, accessing community and support services, and technology to build parents' capacity to help their children at home.
- 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.
- 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.

PS 9 will further encourage school-level parental involvement by:

- Providing various school supports for Preschool parents to facilitate the transition from Preschool to Kindergarten:
 - Targeted family workshops for preschool families to show parents ways to support their children with developing academic, social and emotional skills
 - Meet the Kindergarten team orientation meetings, to introduce families to the teachers and the academic expectations in Kindergarten
 - PS 9 Brochure for Preschool families with information about Kindergarten teachers and school programs available
 - School tours and open house events to familiarize families with key personnel and the main building
- Keeping clear and consistent communication with families through our school website, email, outdoor signage, and letters sent home to inform them of workshops, activities and important school wide news
- Distributing monthly calendar of school wide events, parent meetings, and other activities
- Monthly Breakfast with the Principal to foster positive relationships between school and home
- Providing Technology workshops for families in both English and Spanish
- Hosting events to support, men asserting leadership in education for their children.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

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

PS 9, 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

PS 9 will 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:

- ∞ PS 9 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Collaborating with the PS 9 Parent Coordinator and Technology Coordinator to offer PS 9 parents Math and Technology training.
 - Collaborating with the SBST Team and Coaches to offer workshops related to supporting children at home both academically and socially.
- ∞ PS 9 will develop teachers, pupil services personnel, administrators and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - Collaborating with the Welcome Center and the PS 9 Parent Coordinator, PS 9 will offer professional development to the staff on how to build community with parents.
- ∞ PS 9 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities for Preschool families that encourage and support parents in more fully participating in the education of their children by:
 - Working with the Parent Coordinator and Preschool teachers to offer Open House days to parents so that they can be comfortable with early childhood education programs available at PS 9.
- ∞ PS 9 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:
 - Publishing all correspondence in the various languages of the PS 9 community.
 - Disseminating information via various modes, i.e. school website, monthly calendars, backpack letters, public signage.

- ☞ PS 9 will conduct parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- ☞ PS 9 will provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ☞ PS 9 will distribute and discuss the Parent Involvement Policy and School-Parent Compact with parents each year;

Provide parents reasonable access to staff by:

- ☞ PS9 will ensure staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- ☞ PS 9 will inform parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- ☞ Ps 9 will arrange opportunities for parents to receive training to volunteer and participate in their child's class, and provide tours of the school to smooth the transition from Preschool to early elementary programs
- ☞ PS 9 will plan activities for parents during the school year, e.g., School Field Day, Curriculum Night, Parent-Teacher Conferences;

Provide general support to parents by:

- ☞ PS 9 will provide a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- ☞ PS 9 will assist parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing day and evening workshops
- ☞ PS 9 will ensure that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- ☞ PS 9 will advise 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 10	Borough Bronx	School Number 009
School Name The Ryer Avenue Elementary school P.S. 9		

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 Jacqueline Bailey	Assistant Principal Frank Severino/ Lorraine Tsang
Coach C. Barr	Coach B. Sifonte
ESL Teacher M. Lancut	Guidance Counselor Ricardo Mendez
Teacher/Subject Area M. Lancut	Parent type here
Teacher/Subject Area A. Lockwood	Parent Coordinator Mara Linda Resto
Related Service Provider M. Peralta	Other C. Rosado
Network Leader(Only if working with the LAP team) type here	Other type here

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.	4	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	5	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	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	777	Total number of ELLs	251	ELLs as share of total student population (%)	32.30%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In		2												2
Pull-out	10	17	12	5	15	10								69
Total	11	20	13	6	16	11	0	77						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	251	Newcomers (ELLs receiving service 0-3 years)	209	ELL Students with Disabilities	19
SIFE	10	ELLs receiving service 4-6 years	42	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	84	6	1	2						86
Dual Language										0
ESL	125	4	7	40	10					165
Total	209	10	8	42	10	0	0	0	0	251

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	6	20	13	12	13								86
SELECT ONE														0
SELECT ONE														0
TOTAL	22	6	20	13	12	13	0	86						

*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																		
Spanish																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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	21	46	16	12	23	21								139
Chinese														0
Russian														0
Bengali	1			1		1								3
Urdu														0
Arabic	1		2		1									4
Haitian														0
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		4	2	2	4	5								17
TOTAL	23	50	21	15	28	28	0	0	0	0	0	0	0	165

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)	16	9	13	3	11	15								67

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)	5	16	14	9	18	11								73
Advanced (A)	25	31	14	15	10	15								110
Total	46	56	41	27	39	41	0	0	0	0	0	0	0	250

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	77	46	13	3	139
4	29	2	0	0	31
5	30	5	0	0	35
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	68	6	42	4	18	1	6	0	145
4	21	4	8	1	0	1	0	0	35
5	23	8	7	2	0	0	0	0	40
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	9	3	10	3	9	2	3	0	39
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)	8	16	5	0				
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 assesses the early literacy skills of students by administering baseline measures such as DRA for grades K through 5. Through Estrellita, there are also baseline measures in students' native language skills that measure Sonidos Iniciales and Palabras across early literacy skills in students' native language, Spanish. The Estrellita Placement Test and Benchmark Assessment Tool allows teachers to differentiate native language instruction through the year as students reach proficiency in Sonidos Iniciales, and Blending sections. EL SOL has allowed teachers to form a well rounded picture of literacy skills in students' native language as well. EL SOL has been praised by teachers. Teachers also use Fountas & Pinnell to gauge student levels during occasional running records with data that will progress students through new structures for learning as differentiation continues. School based data reinforces professional research that shows the correlation between native language literacy and a student's ability to acquire literacy skills in a new language. As such, we are fortunate to be Estrellita participants whose reach extends beyond grades K, 1, and 2 to encompass older students who lack basic literacy skills in their native language. The trend of older students beginning school without native language literacy skills is what we at PS 9 have been seeing in years of late. P.S.9 has been a participant of the Lexia RTI pilot for ELLs, launched by OELLS. This accelerated data-driven program offers diagnostic reports for targeted review. A full skills report positions students based on accuracy and rate, providing support where needed, while monitoring student progress. These tools help us to assess ELL student functioning and to determine a starting point for differentiated instruction.

The tables and narrative below, explain and illustrate the data that measured student progress for the 2012-2013 academic year using the Developmental Reading Assessment(DRA), which was administered three times during the academic year:

There were a total of 261 English language learners (ELLs) enrolled at P.S. 9 last year. Of the 261 students 28 students (10%) did not have scores. Therefore, a total of 233 students were assessed in the winter and in the spring. The purpose of the assessment was to find each student's independent and instructional reading level. We measured student growth by comparing the independent reading levels from the fall and the spring. Our data revealed that 222 (95.3%) out of the 233 students made progress, and 11 (4.7%) did not make progress. The kindergarteners were assessed with the DRA in February, but not in September, therefore, the growth reported only measures half of the year.

Made Progress	Did not Make Progress
222 (95.3%)	11(4.7%)

Growth	Number of Students	Percentage of Students (%)
1/2 year of growth (Kindergarten only)	32	13.7%
1.5 year of growth	21	9.0%
2 years of growth	14	6.0 %
3 years of growth	4	1.7%
Minimum of a year's growth	150	64.3%

This data assists to evaluate ELL program effectiveness which will be discussed later in this report

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Across the board, at all proficiency levels, P.S.9 students have shown an increase in English language proficiency based on comparative data of NYSESLAT, or LAB-R data for new admits. For instance, a closer look at data from the 2011-2012 and 2013-2014 academic years, the number of ELLs enrolled has increased from 181 to 250. The data indicate that the number of students at the Advanced level of proficiency has increased greatly, to almost double. In 2011-2012 the number of advanced students was 60 whereas in 2012-2013, 110 students scored within that particular range. Students scoring at the Intermediate level showed an increase as well, with the numbers increasing from 60 to 73 students. The number of students scoring within the Beginners range experienced a minor increase as it went from 57 to 67 students.

During the Spring of 2013, a total of 188 ELLs participated in the NYSESLAT testing. A total of 33(17%) students scored in the beginners range, 67 (36%) scored in the intermediate range, while 88(47%) scored in the Advanced range. A smaller sample of 120 students participated in the 2012 NYSESLAT testing, however, comparative data between 2012 and 2013 reveals that 2 students showed a decrease in score, 51 remained stagnant or showed no progress, while 67 students showed growth.

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](#))

The Spring 2013 NYSESLAT data shows the following. The preponderance of the Total NYSESLAT scores fall in the top two quartiles across the grades (of student tested) 81% or 164 out of 202 students. 45% or 92 students in grades 3-5 scored in the top two quartiles of analysis. 35% or 72 students in grades k-2 scored in the top two quartiles of total NYSESLAT achievement. An analysis of NYSESLAT subtest scores across the modalities of Speaking, Listening, Reading, and Writing presents data to affect instructional decisions at the school level.

Results across the modalities confirm research on how language develops. That is, NYSESLAT data for Speaking and Listening appear across two quartiles of achievement, whereas results for Reading and Writing are clustered around a single quartile, the lowest quartile indicator of measurable achievement.

This information clearly speaks to the need to develop English language proficiency across all modalities in our students. As such, P.S. 9 implements three RTI intervention programs, supported by the central office of ELLs, (OELL,) to meet this need. Estrellita, which has its roots as pilot that was introduced to our school, is a native language literacy program in our early grades. We have implemented Estrellita for some older, SIFE students who lack native language literacy skills, as well. Since research clearly shows the connect between native and English language development, Estrellita develops literacy skills in Spanish with an eye to transferring skills to English language learning. Learning Village, a Houghton Mifflin Harcourt/OELL partnership allows teachers to differentiate instruction through digital resources and cross curricula studies. Learning Village provides teachers and students with a wealth of resources in literacy and math, professional development, and parent resources. Multilingual glossaries, interactive readers, leveled readers, picture cards, pod casts, and additional resources help address the achievement gap in English language learning in our ELLs. Finally, the third initiative to address what the data informs in modality learning, is Lexia Reading by special invitation for participation by the OELL. As an RTI intervention for ELLs, this computer based, multi-sensory curriculum is adaptive, cumulative and mastery based. Progress monitoring moves students along reading foundations that are aligned to Common Core standards.

Delivered in line with school-wide goals that are Danielson Framework based, we strive towards practices that will benefit ELL students across all modalities of language learning supported by questioning, student engagement, increasing content based vocabulary, increasing stamina and complexity in writing, and returning to the text to support discussions and writing. Developing higher order thinking through deeper questioning, and engagement through questioning are some of the ways that will make ELL students active participants in language development.

Since AMAO data speaks to the achievement of specific subgroups, the last available data indicates that exceptional gains were made by English Language Learners. For example, the 75th growth percentile or higher, equals 41.4% of 99 ELL students in ELA, and 46.4% of 103 ELL students in math. P.S. 9 is pleased with gains made, however, we continue to move our ELLs to continued and new gains across all grades.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. Based upon an examination of NYS Math and Science data, where our ELLs took the content area exams in their native language, the results show that overall, they are not excelling in performance with a native language accommodation in exam taking.

This data can provide information on two levels. First, it may indicate that language is not necessarily an impediment to student learning. The data may inform us that there are content area gaps in learning due to such factors as SIFE status. The data may also indicate a possible gap in the delivery of instruction due to pedagogy. On the other hand, one student who was tested in his native language in math received a Level 3 score on the exam. Three ELLs achieved a Level 4 in Science when tested in English. At Level 3, 9 ELLs were tested in English and 2 ELLs took the exam in their native language.

4b. Since the ELL Periodic Assessment is a language modality sampler administered more than once through the year, with results available online five business days from processing, the administration can access data to inform instructional decisions to be made in the classroom in a timely manner. The data can be seen as a presursor to student performance on the NYSESLAT, and as such allows the teacher to make differentiated plans for instruction based on individual need. The ELL Periodic Assessment can be gauged as a progress monitoring measure since there is more than one set of data that can be used comparatively. The purchase of instructional resources may be informed by this data, as well.

4c. Since the ELL Periodic Assessment measures three out of the four language modalities, with exception to Speaking, the data generally mirrors the same findings that the analysis of NYSESLAT results show. That is, students are faring better on Listening portions than Reading and Writing subtests of the exam. As for native language instruction, it becomes increasingly important as content area instruction becomes more laden with knowledge to be gained. Teachers engage in native language instruction and are encouraged to enage in cross curricula instruction as an effective practice that addresses many needs. As referred to earlier in this report, native language fluency supports secod language development in ELLs. Based on ELE data, it can be seen that our ELLs are not completely fluent in their native language, Spanish.

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](#).)

A number of different data sources are used to determine if the child falls within the RTI framework. There are informal interviews and inventories, DRA, additional running records, formative assessments, LAB-R, LAB, and parent interviews. If a child is determined to fall within the framework, RTI services can assist in native or English language delivery. The school is careful to not misidentify the learning or behavior needs based on second language acquisition. With this in mind, the student is assessed in his/her most proficient language of functioning. A range of teachers and service providers will be consulted in the decision-making process. This is the initial process for matching the student with services along the RTI continuum in providing intervention and progress monitoring. As for implementing RTI services that are culturally sensitive to ELLs, our school has been a participant in city-wide, OELL professional development series in the 2012 - 2013 school year.

6. How do you make sure that a child's second language development is considered in instructional decisions? Students are ensured that they receive the mandated number of units of native language support for ELLs based on NYS CR Part 154. As required by this mandate, ELL stuents in TBE programs are to receive 45 minutes of native language arts instruction daily. Additionally, depending on the English language proficiency level of the student, he/she will receive between 180 to 360 minutes of ESL instruction per week. These mandates guide instructional decisions that will be made for the student. Care is taken to not misidentify the lack of English language fluency as a reason for academic or behavioral referral.

The students' second language development influences instructional decisions based on teacher assesment aligned to the NYS ESL and ELA standards, formative assessments , and progress shown within and between proficiency levels. Content area teachers participate in professional development on meeting the needs of ELL students and are encouraged to implement strategies conducive to language acquisition, such as scaffolding and tiered language instruction. Content area teachers are advised to consult ESL teachers for strategies that have been proven effective.

7. For dual language programs, answer the following:

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

Not applicable.

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

8. How do we evaluate the success of our programs for ELLs? The ultimate measures are standardized and pertain to student academic performance on formal exams like the New York State ELA, Mathematics, and Science exams. To gauge language

learning, there is the NYSELSAT exam which is all important. Lesser assessments are the range of periodic assessments, for ELL and monolingual students, and the ELE, native language reading test. PS 9 certainly looks to impact data in a positive way as we show on the tables referenced earlier where there are decreasing numbers of Level 1 students, with increasing numbers that roll from Levels 2, 3, and 4. We look for a progression of language learning that moves students from Beginner to Advanced levels of performance. Where the progress becomes stagnant is when we stop to examine practices, and redirect and restructure programs; where professional development and parent involvement needs to change. Apart from the statistics, the demonstrated behaviors that measure ELL program success are students who can read, write, and speak English effectively. They can carry out responses to hearing spoken and reading the English word. They are able to converse, appeal, command, and communicate a position or need. The whole child is developed so that there is not only success in academic areas, but in social and emotional growth as well. Success can be seen in a celebration of native language and American culture while having acquired the influence of more than one cultures.

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](#).)
In accordance with the Fall 2013 English Language Policy Brief, the following is a description of P.S.9's initial screening upon enrollment; Crystal Mabin, the Pupil Personnel Secretary, has been instructed to scan ATS for reports such as the RHSP to confirm if new entrant is a transfer from another DOE school. If the student had been enrolled in a NYC public school prior P.S. 9, a home language survey is not deemed necessary. Ms. Mabin also generates a BESIS report to confirm previous placement. For students who are new to the system, Ms. Mabin has been instructed to contact either Ms. Lockwood or Ms. Lancut to meet with the parents to assess home language and subsequently, determine placement. Both, Ms. Lockwood and Ms. Lancut are licensed ESL pedagogues. If and when Ms. Lancut and Ms. Lockwood are unable to assist in the initial process, Assistant Principal, Mr. Severino, will assist in the assessment of home language and proper placement. During the initial process the licensed ESL pedagogue administers the Home Language Identification Survey (HLIS) to determine the home language. If the student's language is other than English, an informal oral interview in the student's native language is conducted. If during the informal oral interview the student is able to communicate in English, or the student's only language is English, he/she is placed in a general education class. If it is determined that the student's ability to communicate in English is limited, or that he/she speaks a language other than English, the student will be given the LAB-R and if needed the LAB, within 10 days. If the student scores at or above proficiency on the LAB-R, he/she is placed in a general education program. If the student scores below proficiency (beginning, intermediate, or advanced), the Spanish LAB is administered to the Spanish-speaking students who received a beginning score on the LAB-R. At this point, student is identified as an ELL. The students are then placed in an ELL or bilingual setting within 10 days of enrollment based on what the parent filled out on the Parent Survey and Program Selection Form. Based on the scores obtained by the students this information is given to the Pupil Personnel Secretary, who inputs the data into ATS. The data is reviewed periodically to ensure that discrepancies do not exist. Parents whose home language is other than English and Spanish are informed that the translation and interpretation services are available to assist with communication between the home and the school. The ELL assistant principal is also responsible for ensuring that continuance and discontinuance letters are distributed to parents. The RLAT is used to determine student eligibility, the RLER to ensure that the LAB is rightly administered, and the RHSP with exam and BESIS history to confirm and ensure that all indicators are aligned.
2. 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.
To assist parents of new entrants make an informed decision about selecting the appropriate program for their children, the school

invites them in to view a DVD entitled "orientation Video for Parents of English Language Learners (ELL Parent Information case/EPIC)" on Program Choice for ELL students enrollment. This video is followed by a discussion with the ESL teachers and/ or assistant principal for clarification purposes regarding placement. The parents have an opportunity to choose from transitional bilingual, dual language, or freestanding ESL programs.

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

4. 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.

Criteria used to place a student in a transitional bilingual or free-standing ESL program is based on assessment. The HLIS provides the initial information, as well as information gained via the informal interview as the parent and child respond to different questions selected from a menu of questions compiled by the ESL teachers. The student is then screened by the LABR to determine if he/she is ELL eligible. If the student is identified as an ELL based on the cut score for proficiency, the parent is invited for an ELL parent orientation. The parent orientation is frequently scheduled to coincide with school events as Breakfast with the Principal. After viewing the parent orientation video provided by the DOE, the parent fills out the Parent Survey and Program Selection Form. This information is entered in ATS within ten days. To ensure that the information has migrated into the system, the assistant principal accesses the ELPC screen in ATS in order to input data around parent program selection. P.S. 9 has numerous staff who are fluent in the dominant second language of the majority of our parents, Spanish. As described in the Translation and Interpretation addendum to this report, parents of lower incidence languages in our school are afforded home/school communication in their primary language, as well. Assessment results on the LAB, LAB-R, and NYSESLAT provide information based on benchmarks for each test. ESL teachers, along with the principal, assistant principals, transitional bilingual program teachers, and the parent also inform decision making. Once placement has been established, the assistant principal ensures that ATS data is aligned with class placement. The family is escorted to the classroom by the administration, parent coordinator, ESL teacher, or other informed staff.

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

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

5. 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.

The person responsible to ensure that all who are eligible to take the spring NYSESLAT exam are administered the assessment is

the testing coordinator. All components of the NYSESLAT are administered to students within the window of testing according to the NYCDOE announced dates. Students who are absent for portions of the exam are picked up for testing within the make-up periods. Teachers who are involved in giving the test to students receive professional development prior to the administration period. It is ensured that all teachers are familiar with the testing process, and have the appropriate materials, such as a DVD player to use for the listening portion at specific grades.

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 a review of parent survey and parent program selection forms, the trend in parent choice has been the Spanish TBE program for newly arrived, only native language speaking students. This is based on where the student falls along the LABR spectrum of proficiency. For students who score in the high intermediate and advanced range of the LAB-R, their parents have more frequently selected free-standing or self-contained ESL classes if available on the grade the student is enrolled. For example, so far for the 2013-2014 school year, there has been a total of 59 new ELLs. 30 students were placed in the Spanish TBE program, as per parents' request and LAB-R results. The breakdown of the LAB-R results are as follows: 19 out of the 30 students scored in the beginners range and 2 out of 30 scored in the intermediate range; 9 students scored on the advanced level. Parent surveys and program selection forms were also taken into consideration when determining placement in a self-contained ESL class or the provision of services via a freestanding ESL program. 29 of the new entrants were placed in a self-contained or freestanding ESL class based on parent choice. Out of these 29 students, 8 scored in the beginners range, 4 in the intermediate range, and 17 in the advanced range. Parent requests have matched with the program models offered in our school, with exception to occasional inquiries about dual language program offering. In those cases, the parent is informed that the school does not currently offer a dual language program. Parents are offered the option of enrolling their student in an existing DOE dual language program. If the parent does opt for a dual language program, P.S.9 keeps a running record of such parent requests, so that if 15 requests are made in two contiguous grades, then our school will be obligated to offer a dual language program according to parent choice.

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])?
 - 1a. Organizational models to meet the needs of PS 9 ELLs are two-fold. We have a transitional bilingual program model at each grade, from kindergarten through fifth grades, instructed by a licensed Spanish bilingual teacher. Another model of instruction is the free-standing ESL program conducted by two licensed ESL teachers. The ESL program is a push-in program, with pull-out services if significant clusters of students exist to form this model of instruction. Because of the required number of minutes of required instruction and the number and type of ELL student, it is difficult to schedule push-in services across the grades. All students are serviced according to the required number of minutes for ELLs according to beginner, intermediate, or advanced standings on the NYSESLAT..
 - 1b. Program models are instructionally heterogeneous in transitional bilingual and free-standing ESL programs. Transitional bilingual classes are homogenous only according to program type selected by the parent: transitional Spanish bilingual. Students travel together to specialist classes in a block. Even self-contained free-standing ESL classes on grades 1 and 2, and clusters of this category of student across the grades is heterogenous, block assigned according to type of program. Within each group of students described above is an array of proficiency levels based on NYSESLAT, LAB, or LAB-R standing. As best able, ESL teachers service students in grade clusters: K - 2, and 3 - 5, for example. Both teachers spend a great deal of time planning alone, with each other as an ESL teaching unit, and with each homeroom teacher in order to align instruction according to the common core standards for attainment. Instruction is differentiated for students not only according to language proficiency, but for skill and ability. Beginner and intermediate students are grouped to receive 360 minutes of weekly instruction. Advanced students are grouped similarly for 180 minutes of instruction. Students who have attained proficiency on the NYSESLAT continue to receive instructional support from a variety of teachers. In some instructional groups, there will be mixed age and language ability students together. Because of the complexity of providing instruction simultaneously to students with different proficiency levels, we at P.S. 9 firmly believe and adopt the nine common features of successful programming for ELLs developed by the Practitioner's Work Group for Accelerating English Learners Student Achievement. Regardless of the organizational model, our teachers set high expectations for all of our students by aligning instruction to the common core standards, while providing students with the support and scaffolds as determined by data analysis of student performance on formal and informal assessments. The school provides teachers with weekly common planning time so that they are able to collaborate and share best practices aimed at closing the achievement gap. Not only do grade level teachers have common planning time (CPT) scheduled, but ELL teachers do as well.
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. As per Part 154, the administration ensures that all ELL students receive the required number of minutes according to ESL, ELA, and native language arts instruction in TBE and ESL programs. Each teacher responsible for her instructional group works diligently with required blocks of instruction, and daily schedules to provide continuous instruction within each content area. That is, uninterrupted time which is not punctuated by specialist and extracurricular programming. TBE teachers work with individual class programming. ESL teachers work with grade level and individual class scheduling to structure an uninterrupted instructional time for students. The ESL component in TBE classes is scheduled within math and literacy, and across all content areas of instruction. Common instructional periods across each grade allow teachers to plan together. There are also weekly meetings for the ESL and bilingual teachers, where they discuss best practices, share materials, and impressions. All minutes required for students' free-standing ESL classes have been scheduled according to proficiency levels on most recent LAB-R and NYSESLAT. For example, all students who score the beginner and intermediate levels are provided with 360 minutes per week; while students who score at the advanced level receive 180 minutes a week. In order to remain compliant with mandates, the ESL teachers and the assistant principal work on the schedule, which is then approved by the principal. All teachers are careful to calculate required time in this regard. For students across all levels of proficiency, 45 minutes of NLA is required daily. The

teacher ensures that these blocks of time are scheduled into the day. The balance of instruction in the literacy block is allotted to ELA instruction, up to 180 minutes per week for the advanced level students as mandated by CR Part 154.

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.

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

Instruction in free-standing ESL classes is delivered via immersion. Students learn by using all modalities to acquire understanding. Students speak, listen, and hear modeled English from all teachers who instruct them, including homeroom and content specialist teachers. Students are engaged in talk with monolingual English speaking classmates as they practice and develop an enriched language. Students engage in Total Physical Response (TPR,) to teacher directives, and employ facial and other nonverbal communication as they participate in school throughout the day. Students are engaged in hands-on learning since this is shown to be a best practice to acquire and demonstrate learning. The science specialist teacher has developed a science laboratory with living things; plants and animals. The annual Science Fair is an event that students prepare for, and look forward to. Students are engaged in a number of activities that benefit various community groups as they participate in student council programs. Specially funded programs, such as LEAP, which brings teaching artists to the school, assists in content area learning. The school has contacted groups who deliver content area learning via the performance arts of music, drama, poetry, and athleticism.

Instruction is differentiated for students on many levels. For language instruction, students are grouped according to NYSESLAT attained benchmarks. Within the NYSESLAT, the teacher is further able to use performance data in each modality to group for instruction. For literacy, a variety of data is used for grouping, such as the ELA state exam, DRA scores, and students' identified areas for growth. Interim assessments, informal interviews, conferencing notes, and other informal data informs how a teacher will differentiate for instruction. Within each content area to include mathematics, students may be grouped similarly or differently according to academic needs. In early childhood classes, the content areas are subsumed under thematic instruction. Content area instruction becomes more specialized as the student moves through the upper grades. There is a great deal of collaboration between ESL and monolingual class teachers of students in their programs. ESL and TBE teachers also work with each other to implement the best practices for language learning. This year, teachers at P.S. 9 will implement Ready Gen, a living document that aligns core curriculum standards by breaking down the sequence of individual lessons within a unit., making each lesson more accessible to

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

The program is also available to upper grade students who lack basic native language literacy skills. Upper grade TBE teachers and Estrellita teachers collaborate to ensure that upper grade students join the Estrellita instructional period and follow through with independent practice. Since research shows the relationship between native language fluency and English language development, PS 9 sees this as an important gap to be addressed, especially for SIFE students. Estrellita has offered on and off-site professional support for teachers in order that program implementation is fluid. We have also offered TBE teachers a common planning time to ensure that collaboration and cooperation exists among teachers. Teachers work together to plan and prepare materials for use in an Estrellita center in their rooms. Our school based, Estrellita liaison shares practices, strategies, and information with his colleagues. This year the kindergarten and First/Second grade teachers have been scheduled to attend a two-

day Estrellita refresher, while the new coach, Mr. Severino, has been scheduled to attend the introductory and coach training. The teacher-liaison has also worked with the Literacy Coach/Data Specialist to facilitate the program.

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Bilingual and ESL teachers use ESL rubrics to ensure and gauge on performance based tasks. These rubrics are also applied on formative assessments developed by the ESL and bilingual teachers. During common planning time, teachers review and share materials that directly support the four modalities. As a school, all the ELLs have a portfolio containing speaking, listening, writing, and reading tasks. These modalities are assessed three times per year (fall, winter, and spring) using a rubric designed according to the NYS ESL Learning Standards. Additionally, students are now assessed through the NYSESLAT sampler in the fall. This allows teachers to determine instructional targets in proficiency areas of need. Collective data allows the administration to make decisions around programming. The ELL Interim Assessment also provides data on how students fare across all modalities of English language acquisition.
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).

The following is a description of how P.S 9 differentiates instruction for the ELL subgroups:

6a. To ensure that our SIFE population receive appropriate instruction, they are provided with the necessary interventions using the Estrellita Program, if they are in need of strengthening the foundations in their native language. Another option available to our SIFE students is the provision of the services of a bilingual paraprofessional. Other programs and interventions available are the Great Leaps, Lexia, Learning Village and differentiated instruction in small groups, cooperative learning, and/or individualized instruction.

6b. Our newcomers receive instruction that is developmentally aligned to the principles of language acquisition as well as the common core standards; Students are exposed to lessons that incorporate TPR (Total Physical Response). These lessons are supplemented with graphic organizers, picture and textual cues. To facilitate comprehension, teachers provide students with cognates, experiential learning, project based learning and field trips.

6c. Given that ELL students with 4 to 6 years of exposure to the English language, have a stronger basis relative to that of the beginners, the focus of instruction with this particular group is on developing literacy skills that center around figurative language, idioms and jokes. Instructional strategies such as close reading and chunking are used with more frequency. Materials such as high interest/low readability books and articles, are also incorporated into the lessons and made available for leisure reading.

6d. The demands on our long-term ELLs and the approach are a bit more rigorous. We continue to provide RTI interventions, and continue to closely monitor and evaluate the skills that this particular group needs while strengthening the already acquired or emerging skills. Differentiated and individualized instruction is provided with the understanding that expectations for student work products are high. Students are also expected to monitor their own progress with tools such as a rubric provided by the teachers.

6e. Beyond testing out of bilingual/ESL services, our FELLs are scheduled to receive academic support by our literacy specialist for two years. Services such as Academic After School Program, Extended Day, Saturday Academy, and After School Programs are offered to our FELLs. Testing accommodations on New York State examinations continue to be provided.

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?

In response to the needs and demands of our ELL-SWD, P.S. 9 has adopted two new curricula that are aligned to the common core standards and promote college readiness. As of September 2013, P.S. 9 has implemented Ready Gen and Go Math because these curricula provide scaffolds and differentiation, making the lessons more accessible to all students by providing multiple entry points. Our students are also supported by audio-visual technology and smart boards with an array of resources. Programs with online resources, such as Lexia and Learning Village continue to be accessible to the ELL-SWD population. Instructional

strategies such as close reading and first and second reading of grade-level materials are part of the daily practice in our ESL/bilingual classrooms. The lower grades and students with low academic skills also benefit from Great Leaps and Foundations. To expose and prepare our students for the rigor and demands of the NYSESLAT, P.S. 9 purchases materials that are represented by Sussman Sales.

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

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

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?

In our school, we teach our ELL-SWD using a Common Core State Standards aligned curriculum; ReadyGen ELA and GoMath. In both curricula, there are level three Response to Intervention (RTI) activities to support students who struggle with new concepts. The school also implements the Great Leaps Reading for the third to fifth grade students who are struggling, readers every morning for 20 minutes. There is also Foundations from the Wilson Reading System for Kindergarten to Second grade to support students with Phonics instruction.

There are certain instructional strategies that teachers use in their classrooms to enable diverse ELL-SWDs to achieve their IEP goals; Teachers conduct initial assessments : formal, informal, diagnostic, formative, summative, Quantitative, and Qualitative to determine students' strengths and areas of need first, then plan lessons that will meet the need of each learner. Once weaknesses are identified, it's easier to notice where to increase support. Teachers use explicit instruction: make classroom expectations clear (Essential questions and objectives). Classroom procedures are orderly, structured, and predictable. A purpose for learning is always established. Teachers model desired outcome and guide students through new learning and model strategies such as think aloud.

Teachers adjust and scaffold instruction in response to students' needs and they select suitable tasks that match curriculum goals. Teachers also use guided reading, peer/paired reading, Echo reading, Tape assisted reading, Buddy reading. Repeated reading, word study: idioms , Metaphors, prefix, suffixes etc. Teachers include comprehension instruction that introduces new vocabulary words and helps students to understand what they read.

In our school, the ELL-SWDs classes are scheduled together with General Education classes, to provide the least restrictive environment as possible ; teachers of each grade have the same common preparation period every week . During this period, teachers come together and plan, look at student work and talk about best practices. Also during the week, there is a common preparation period for the ELL teachers and SWDs. During the meetings, teachers discuss specific strategies to implement in their

classrooms. There is also a Response to Intervention team that meets biweekly to discuss students at risk and provide them with intensive instruction. Students are also scheduled for a pull out and push in ELL services and every marking period, teachers update their goals, to ensure that are meeting their goals, and review IEPs yearly to maintain the least restrictive environment.

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

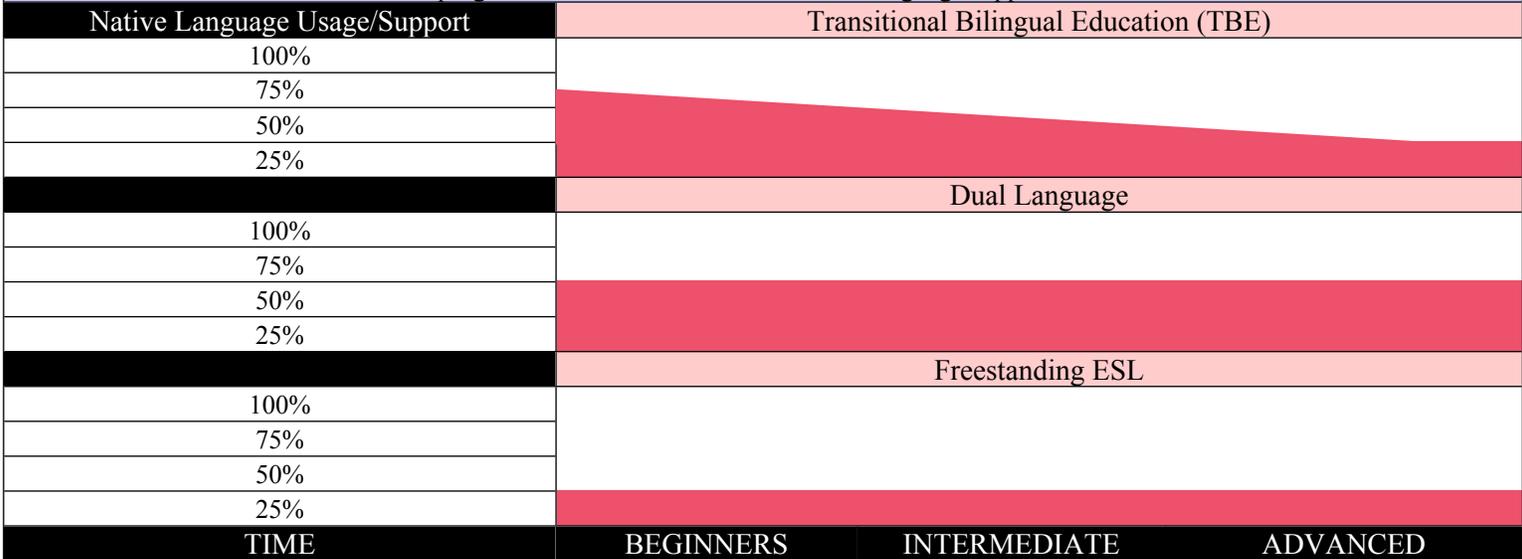
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

9. Targeted intervention programs for ELLs at PS 9 have included Rigby's "On Their Way to English," components of which included are leveled readers. Avenues is another program that has offered our students success based on student response and teacher feedback. Learning Village, as described above, allows for differentiation. One of the program's aims is to bring student learning to the twenty-first century through the use and application of technology. This allows for all-student learning since though the majority of our students have computers at home, there are still pockets of students who do not. LV resources for students, teachers, and parents are described in a preceding section. Our school continues to have access to Lexia Reading online. Lexia Reading is an OELL supported RTI intervention for ELLs. Some of the materials purchased for RTI purposes are the Hot Topics High Interest Reading (classroom kits with Science materials for grades K-5) and Look, Listen and Speak; both published by Evan-Moor Publishing Group. Other RTI materials designed for language development of ELLs are comprised of picture and word cards as well as Theme pictures and CD-ROM. In order to enhance our students' reading skills while also addressing their writing needs, the following were also incorporated as RTI interventions in all the grades: English/Spanish Story Journals and Voices Literature and Writing both published by Zaner-Bloser. Another RTI program implemented to enhance student writing was the Strategies for Writers Online Writing Center, also published by Zaner-Bloser. This particular program is based on a one year access and targeted the third and fourth graders.

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

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

For the most part, the interventions for Social Studies and Science take place in the classroom in consultation with the ESL teachers, who share ELL strategies to facilitate access to materials and instruction. We target both content and English language objectives in every lesson. Social Studies and Science are also supported by Ready Gen, our literacy curriculum, which incorporates strategies for ELLs. Another support/intervention with a vast repertoire of Social Studies and Science information, is Brainpop, in its various versions. During the Title III academic after school program and the Saturday Academy, ELLs are taught by licensed ESL/bilingual teachers who cover cross-curricular materials, including Social Studies and Science.

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

Our ESL and bilingual programs are taught by licensed ESL/bilingual teachers who through ongoing collaboration design data-driven instruction targeting students' areas of needs, while strengthening the emerging skills. At the beginning of the school year, teachers administer a baseline to assess literacy and math skills. Ongoing formal and informal assessments are administered to gauge student progress and adapt their lessons accordingly. The freestanding ESL teachers use a combination of push-in and pull-out services to provide academic and language support in the classroom, and small group instruction according to proficiency levels. It is a common practice for all of our teachers to differentiate and scaffold instruction to meet the needs of all of our students. To provide additional support, Title III funds have been allocated to the academic after school program targeting ELLs and taught by licensed ESL/bilingual teachers.

Our programs are responsive to student performance, meaning that the design of the programs is based on the needs of our

students. The initial assessment taken by our students is the DRA, which is administered three times during the course of the year. Each time that the DRA is administered, an item analysis is done to help teachers set goals targeting skills that need to be developed to increase comprehension and reading fluency. A NYSESLAT sampler is administered twice a year to gauge student progress and curtail instruction based on results. Formative assessments are designed by teachers to assess progress in English language development through the course of the year. These assessments are aligned to NYS ELA, Math, Science, and ESL learning standards. According to NCLB mandates, all ELLs enrolled in an English Language School System (ELSS) for one year or more, are to be tested. The alignment between student performance, assessed need and learning standards across the curriculum speak to a greater degree of program effectiveness. Another tool used to assess literacy in native language (Spanish) is Estrellita, which is used in kindergarten and early grades.

Due to the effectiveness of our programs and interventions, our students made dramatic academic gains during the 2012-2013 school year. The Developmental Reading Assessment (DRA) was administered to 233 ELLs, once in the fall, winter and spring, to gauge student progress in independent reading fluency and comprehension. According to the results, 222 (95.3%) made progress.

During the Spring of 2013, a total of 188 ELLs participated in the NYSESLAT testing. A total of 33 (17%) students scored in the beginners range, 67 (36%) scored in the intermediate range, while 88 (47%) scored in the Advanced range. A smaller sample of 120 students participated in the 2012 NYSESLAT testing, however, comparative data between 2012 and 2013 reveals that 2 students showed a decrease in score, 51 remained stagnant or showed no progress, while 67 students showed growth.

Finally, according to the data on the 2012-2013 progress report, our school received additional credit for exceptional gains made by English Language Learners. Under the Percent at 75th Growth or Higher, 41.4% of 99 ELL students showed gains in ELA and 46.4% of 103 ELL students showed gains in Math.

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

In response to the needs of our students in general, P.S. 9 has adopted two new curricula; Ready Gen for literacy and Go Math for mathematics. Both programs offer the ELLs scaffolds and differentiation, thus making instruction more accessible on different levels. For example: Ready Gen has sections throughout the units dedicated to ELLs such as, the incorporation of cognates. Last year, we started D.E.A.R. Time, which is a 20 minute block at the beginning of the day, dedicated to independent and guided reading. This year, we have continued with D.E.A.R. Time. For the low-performing students, including the ELLs, we have introduced Great Leaps, which focuses on phonics, phrases and stories. The goal of the program is to make the students better readers. This year, our ELLs are grouped based on their language needs during the academic after school.

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

"On our Way to English" and "Avenues" will be discontinued due to curricular pedagogical, and staff changes although some of the program materials are still in use. Additionally, P.S. 9 is no longer part of the official OELL roster for Learning Village and Lexia support, however, since our teachers have found these resources effective for our students, they are still in use.

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

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

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

Every classroom has smart boards with online resources. Additional resources such as the student response system and document cameras are available in the computer lab. In addition, each classroom is equipped with at least three working computers, except for Kindergarten, which has only one computer. The bulk of our technology was distributed amongst the upper grades, as these students need to conduct research. Aside from these resources, we have a computer lab available upon request; with the support of

the technology specialist. There are iPad and laptop carts available when needed for classroom activities. Some applications designed for the ELL population are available. Ready Gen, our literacy program, includes online resources and class activities for ELLs. Go Math, our mathematics curriculum, supplements its units with interactive online games and activities, with the option of accessing the program in Spanish or English. Brain POP Jr. for the K-3 students, Brain POP, for the 4-5 students (with language option), and Brain POP ESL cater to the academic needs of all of our students across grades and proficiency levels. Other online programs available to our students are Learning Village, Reading A-Z, which provide focuses on guided reading, with reading materials categorized by levels and content. This year, P.S. 9 will start using the IReady program.

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

Native language support is provided through each TBE teacher in the classroom. Native Language, Language Arts, and instruction in the content areas is delivered in this way. Native language library collections are housed in each TBE classroom, in the school's library, bilingual classrooms, and the ELL closet. Native language is supported as needed in the ESL classes.

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

All instructional programs and materials identified for use with ELLs are matched, modified, and/or adapted to meet the developmental levels of our ELLs as there is no one-size-fits all model that can work. All of P.S.9 teachers engage in this kind collegial work to ensure that their students are provided equal access to the curriculum based on developmental needs. Resources are shared among teachers across grades and specialty areas.

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.

The new student is welcomed to our school by the ESL teachers, who are the first contact upon arrival. They are given a general orientation and they are introduced to the new teacher that the child will be placed with until the LAB-R can be administered. If the home language is Spanish, the child is administered the LAB as well. When the results are known the parents are invited to a parent orientation meeting with a certified ESL teacher, at which time the parent can select the program of choice for his/her child, if it has been determined that the student is an ELL. In the child's homeroom the receiving teacher provides extra support as the child becomes acclimated to the new class. He/she will be assigned a buddy to further assist in becoming familiar with class procedures. For the last two years, the school has engaged in early LAB-R testing for new registrants. This has provided added time for the school and family to prepare the student for a smooth start to school. Since the majority of our teachers begin work before the school year officially starts in September, there is the opportunity for the student to meet his/her new teacher before the school year begins, after the parent has made the parent choice, following the parent orientation video.

18. What language electives are offered to ELLs?

Because we are an elementary school, language electives are not offered at this level.

19. For schools with dual language programs:

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

P.S. 9 does not have a Dual language Program.

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. Professional development for teachers of ELLs at PS 9 is comprehensive. Particular to teachers of ELLs, the school continues to provide support for skills that programs such as Estrellita and Learning Village build. This has entailed in-classroom modeling of lessons by program consultants that involved teachers and students. Network support is offered in a yearlong program of professional development that includes administrative meetings, walkthroughs, debriefing, and planning sessions. Additionally, teachers are enrolled in workshops based on their own assessment of their professional needs, and as recommended by the ELL supervisor. In order to develop the department and to share best practices, these teachers are expected to turnkey every attended workshop. Some of the workshops that the department has participated in are: "What the data says about ELLs", "RTI for ELLs", "Reflecting on Instructional Practice", "Language and Content Objectives for ELLs", "Differentiation that Works: Making Mathematics and Science Accessible for Diverse English Language Learners". The ESL/bilingual teachers have participated in at least 35 additional workshops. This year, our teachers continue to participate in workshops such as "Estrellita for Beginners and Refresher", "New ESL Teacher Training", and "The Core of TESOL: Curriculum, Communication, and Collaboration". A Learning Village refresher professional development will be scheduled. Supervisors continuously share the menu of available training with the ESL staff. In addition, a series of workshops will be offered based on a collective needs assessment. A contingent of TBE teachers have attended the annual three day SABE conference, returning to school with new information.

2. Additional to this rigorous program specific to ELLs, are school-wide measures such as weekly Lunch & Learn studies and an AUSSIE consultant who works with all teachers on literacy and math instruction around the Common Core. Weekly Thursdays allow teachers to develop best practices around Danielson's Framework which address Common Core teaching and learning. Our Data Specialist, Math Coach and Literacy Coach work very closely in analyzing student performance to design and conduct individual and grade-wide meetings on a variety of instructional topics from guided reading, to reading data. Since Ready Gen and Go Math are new to the school this year, the aforementioned professionals conduct ongoing training and Lunch and Learn sessions to help the ESL teachers make the necessary modifications to facilitate access to the Common Core Learning Standards. A series of workshops around the CCLS were offered on 11/5/13, during Chancellor's Conference Day. It is our hope to be able to secure outside funding in order that the same work continue around the Common Core. In the past, we have planned off-site retreats on Saturdays, funded by the Leadership Academy that facilitated planning for achievement with the extended administrative cabinet and vertical planning team composed of grade leaders. Information was shared with non-attending staff upon return to school. Teachers also attend various city-wide and network meetings.

3. Teachers of ELLs in the upper elementary grade 5 have recently participated in STEM professional development (Science, Technology, Mathematics, and Technology) to greater align opportunities for students to become prepared, and to follow this track of study in middle school. Additionally, P.S.9 supports staff such as the guidance counselor, mandated related services counselor, and social worker orient and support students in the Spring before their graduation to middle school as ELLs. P.S.9 Literacy and Math coaches have supported teachers in instructing ELLs on the use of graphic organizers, study skills, and organizational strategies that would become instrumental in the students' success in middle school.

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

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

is an added opportunity for PD.

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

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. We have found that some of the most involved parents in our school are parents of ELL student. Attention is given to increase parent involvement of all students. For the ELL parents, interests and responsibilities also include their children's acquisition of a new language, while growing the literacy of the native language. ELL parents are also trying to navigate their way in a new country. With this understanding, P.S.9 offers support to parents in many ways. P.S. 9 has installed a lighted information billboard that is cemented into the ground near the school entrance. Parents now look to timely school announcements that are continuously updated.

2. To address parent needs, the Parent Coordinator serves as a liaison to school and community resources. On the school level, the parent is put in touch with the office or staff member who can address their concerns. For community connections, the parent coordinator will refer the parent to the appropriate city agency, if those resources are called upon. Our parent coordinator has been instrumental in increasing parent participation, even accompanying ELL parent groups to city and statewide events held at the Jacob Javits Center, for instance.

3. In-house, PS 9 is fortunate to be the host of a borough-wide Welcome Center for adults. ESL/English classes are offered that provide help with citizenship and career. As parents acclimate themselves to a new culture, they are also in proximity to their children who are being educated in the same building. Parents become familiar with the operation of the school, and functions of the school in preparing their young for college and career readiness. Activities to support this plan such as computer and technology classes were offered last year, and will continue to be offered this school year. Because most of our parents are Spanish speaking, most of the classes were conducted in Spanish by Ms. Sifonte, our technology and data specialist.

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

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

Translation services are available through contract as a result of the DOE compact to communicate and involve parents where possible. Translation contracts are paid for through the fund for School Allocations for this purpose. PS 9 has used Legal Interpreting Services (LIS,) located in downtown Brooklyn for a number of years. As a DOE approved vendor, a request is put in via a request form for the projected number of hours required for an event. Events can include parent conferences, Individualized Education Plan, (IEP) meetings, PTA Meetings, Parent Workshops, Testing, CSE, SBST evaluations, and other situations where translation is required. PS 9 has been satisfied with the services it has provided for our students and parents. Non-contracted translation services that are provided gratuitously can be provided by Welcome Center staff if requested. As a borough-wide service for adult education that is housed in our building, we are fortunate to be able to make this request for translation when the need arises. Lastly, it is possible to contact the DOE Translation & Interpretation Unit to enlist their aid for language translations of documents like letters, flyers, surveys, and handbooks among other documents that are not available for mass production in the DOE recognized language base. Please see the CEP addendum on Language Translation and Interpretation according to the Chancellor's regulations 2013-2015 for an at length explanation.

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: <u>Ryer Avenue Elementry</u>		School DBN: <u>10X009</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Bailey	Principal		11/13/13
Frank Severino	Assistant Principal		11/13/13
Mara Linda Resto	Parent Coordinator		11/13/13
Margorzata Trojnar Lancut	ESL Teacher		11/13/13
Evelyn Rivera	Parent		11/13/13
	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		11/13/13
Berna Sifonte	Coach		11/13/13
Cynthia Barr	Coach		11/13/13
Ricardo Mendez	Guidance Counselor		11/13/13
	Network Leader		11/13/13
Berna Sifonte	Other <u>Data Specialist</u>		11/13/13
Lorraine Tsang	Other <u>Assistant Principal</u>		11/13/13
Amanda Lockwood	Other <u>ESL Teacher</u>		11/13/13
	Other		11/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X009

School Name: Ryer Avenue

Cluster: _____

Network:

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.

Each fall, data from various ATS reports, such as the RHLA, and RPOB, assist to identify the home language and place of birth of the PS 9 population of student body. The RADP lists home languages of students. This information, coupled with teacher feedback on languages spoken by parents and guardians, assists in identifying written translation and oral needs of the school. There is also the Parents Preferred Language Form on which parents will indicate their primary language. Data collected on the Language Allocation Policy will guide this determination, as well.

The predominant language at PS 9, other than English that is spoken in the home is Spanish. Since this is one of the DOE's identified languages for oral and written translation, all DOE centralized communication can be accessed. As a result, Spanish translations are available for the following, which exemplifies some of the communicate from the DOE: The range of ELL documents, including those for entitlement and continuation of ELL services, Parent Survey, and Program Selection, for example. Gifted and Talented Testing, Open School Week, Promotion-in-Doubt, Discipline Code, and Promotion and Summer School materials are other examples of centralized communication that is available in Spanish and the other DOE translated languages to include Chinese, Korean, Russian, and Haitian -Creole.

School based written communication is translated into Spanish by the Assistant Principal who supervises ELL programs who is fluent in Spanish, Mr. Frank Severino. The Parent Coordinator, Ms. Mara Resto, received credentials to serve as a translator. Further, classroom, TBE, and free-standing ESL teachers who are Spanish-fluent will send home letters and notes written in Spanish. Teachers who are not literate in Spanish will make the request to an administrator who will make arrangements for translation. Parents and students have been referred to the UFT homework help line which offers help in translation.

Less prevalent languages are supported by the DOE's Translation and Interpretation Unit, as needed. Outside DOE approved translators have been used to serve the needs of students for content area, New York State exams. PS 9 has used the services of a Bengali-fluent

paraprofessional to serve as the home-school connect for families. Ms. Martha Embola, Assistant Principal, is fluent in French, and has used her ability to meet our families' needs. We have teachers on staff who are fluent in some of the African dialects represented in our school. Parents who are familiar and experienced with our school, who have children enrolled for longer periods of time, have also served as translators for their peers. Our school purchased a simultaneous oral translation tool, modeled after the United Nations ability, to be used during open forum and other school-wide events that take place in our auditorium.

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.

All of the school's written and oral translation needs have been met for the school's primary second language, Spanish. On the testing grades, lower incidence languages have necessitated the services of oral translation, contracted through Legal Interpreting Services, (LIS.). LIS has been the source for our school's paid translation services. In Spring 2013, they were contracted to provide Arabic translation for a third grade New York State Mathematics Test. In previous years, LIS had been contracted for French and Twi translation of state exams. Inter-school partnerships have connected our school with staff who was able to offer translation services. Sharon Cahr, borough assessment director, has also offered inter-school connections for translation services. As such, PS 9 has been able to meet its oral and written translation needs.

Parents who speak Spanish and parents of low incidence languages have been pleasantly surprised to know that translation services are available to meet their families' and children's needs. Simultaneous translation, offered in Spanish via ear pieces, provides spot-on information by PS 9's Spanish-fluent professional staff. PS 9 parents know that there is an availability of staff to meet their language need.

PS 9 has experienced a higher enrollment of students who speak Arabic, Bengali, and the number of African dialects reported on the RHLA. Bilingual staff is also at-the-ready to provide oral translation, even in languages not currently represented by the student body: Chinese, Italian, Korean, Polish, and Vietnamese. We are an international staff.

Monthly Breakfast with the Principal events, occasional Dinner with the Principal, Chapter I Town Hall, Meet the Teacher, Open School Week events, faculty conferences, teacher meetings, and professional development sessions are venues through which the principal and the administration have shared information about student/family language diversity and our ability to meet those needs through translation services. Requisitions for translation services are evidenced through documented Purchase Orders that the school submits.

Part B: Strategies and Activities

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

The school has the experience to plan for required translations that will become necessary through the school year. To begin the school year the principal uses the United States Postal Service to send a welcome letter home to parents. Individual teachers prepare parent letters that will be translated into Spanish for parents. Recent practice has been single letters presented by a grade for translation to ensure coherence, standards, and expectations. Since some parents may be only fluent in the spoken language, teachers and staff are available to offer a read-out of printed material. As described above, the year will course through various ELL documents, pre-translated by central board, and available for distribution. Extended Day and After-school notices will be translated by the school. Gifted and Talented Testing, Open School Week, Saturday Academy, Honor Roll, IEP meetings, Parent Workshops, Holiday Assembly. Promotion-in-Doubt, Science Fair, Multi-cultural, Field Day, Graduation. Pre-kindergarten and Kindergarten pre-registration. Results of state testing, Summer School, a bid for a safe and academically productive summer are all examples of centralized and school based documents that will be offered in translation, written and/or oral.

Since the administration is experienced to anticipate administrative and organizational needs, there is a flow to securing the required documents in a timely manner so that parents will be able to receive and respond to requests, as applicable. As indicated above, translation for New York state testing is acquired through an outside vendor, Legal Interpreting Services, (LIS,) which our school has used consistently for no fewer than four years as an approved vendor. It should be noted that the borough-wide Welcome Center is housed in our school building. This people resource is an additional vehicle through which multiple language translations can be arranged. Welcome Center instructional staff and parents have participated in our school events. They have offered translation services for letters, flyers, surveys, and handbooks, among other documents.

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 takes place daily and throughout each day as we interface with parents continuously. Oral interpretation services are provided by PS 9 professional and support staff under the supervision of a pedagogue. This absolutely meets the needs of our parents since translation is offered on-the-spot, responding to questions and concerns of parents. Where a translator is not immediately available, a phone call to the the required personnel arranges the interchange immediately. Consecutive oral translation is provided by LIS, the outside contracted service for New York State testing that our school uses. This involves the verbatim, oral translation of the exam which allows for the student to respond in writing in his/her native language. The student's written response is then translated back to English so that the exam can be scored by the Region.

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>.

Chancellor's Regulation A-663 is a directive on the responsibility that our school system is committed to for the opportunity of equal access to all rights, opportunity, information, and participation of LEP parents in our school. A parent will never be denied access to opportunities afforded their families, or to children enrolled at PS 9. As a result of these regulations, PS 9 has developed systems that will meet the needs of parents of ELLs who speak the predominant second language, Spanish, and less prevalent languages represented in our school, such as Arabic, Bengali, Fulani, Hausa, Mandinka, Seneca, Swahili, and Twi.

Additionally, Item B of Section VII in the Chancellor's Regulations relates to the conspicuous posting of DOE covered languages for translation. This appears upon entry to the school near the Security Desk. The school's safety plan provides that parents who need to communicate with the school, does so in their home language. This is determined via the Parents Preferred Language Form, which is available as part of the Family Resources through the Office of ELLs.

All school based and consultant agencies will be utilized to this end, including community based organizations that will be instrumental in meeting the language needs of our parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

2012 – 2013 After -school

Teacher per session (Reimbursable with fringes)

$\$50.19 \times 5$ teachers

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

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

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

November 27 – April 10 = 15 weeks

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

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

Supervisor per session

(Reimbursable with fringes)

Part B: Direct Instruction Supplemental Program Information

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

x 16 weeks = \$3361.28

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

Part C: Professional Development

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

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

Begin description here: Rationale

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

Teachers to Receive Training

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

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

Part C: Professional Development

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

CFN Network 109 Instructional Support

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

Estrellita Native Language Literacy Program

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

Learning Village (LV)

A Centralized OELL/NYC Network for Educating Collaboratively through Technology

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

Part C: Professional Development

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

PS 9 Technology Program for Teachers

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

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES

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

The following describes additional efforts to engage parents of ELLs.

Parent Café

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

Acquisition of the English Language

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

Curriculum Understanding: Literacy, Mathematics, and the Content Areas

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

Part D: Parental Engagement Activities

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

Classroom Learning

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

Health and Nutrition

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

NAME(S) OF PROVIDERS

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

Workshop titles will include

- Effective Discipline for Reducing Misbehavior – Part 1

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

- Effective Discipline for Reducing Misbehavior – Part 2

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

- Routines and Responsibilities

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

- Biculturalism:

Part D: Parental Engagement Activities

Breakfast with the Principal, date TBA

- Parent Involvement:

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

- Promoting Children’s School Success:

Breakfast with the Principal, date TBA

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

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

Part E: Budget

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

Allocation Amount: \$27904

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
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. 	•	

Part E: Budget

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

Allocation Amount: \$27904

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