



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	10x009
School Name:	RYER AVENUE ELEMENTARY
Principal:	JACQUELINE BAILEY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ryer Avenue Elementary School School Number (DBN): 10X009
School Level: Elementary Grades Served: PK-5
School Address: 230 East 183rd Street
Phone Number: 718-584-3291 Fax: 718-584-7579
School Contact Person: Jacqueline Bailey Email Address: Jbailey5@schools.nyc.gov
Principal: Jacqueline Bailey
UFT Chapter Leader: Carmen Perez
Parents' Association President: Marisol Colberg
School Leadership Team
Chairperson: Lucy Vigilant
Student Representative(s): _____

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718 741 5852 Fax: 718 741 7098

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 109 Network Leader: Maria Quail

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jacqueline Bailey	*Principal or Designee	
Carmen Perez	*UFT Chapter Leader or Designee	
Marisol Colberg	*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	
Lucy Vigilant	Member/ Teacher/Chairperson	
Anthony Muia	Member/ Teacher	
Rita Ferretti	Member/ Teacher	
Mary Weatherwax	Member/ Teacher	
Claudia Rerrie	Member/ Teacher	
Evelyn Rivera	Member/ Parent	
Kendria Hay Anglin	Member/ Parent	
Olga Torres	Member/ Parent	
Fatou Mbye	Member/ PA Co-president/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 9 is a learning community that promotes a culture of mutual respect and learning. It is a safe, nurturing and welcoming place where learning is a priority. It is the core belief of the school community that every student who enters our building will learn with the guidance and help of the teachers. This plan is rooted in our school's mission statement: to create technologically literate, socially responsible citizens with the necessary skills to succeed in middle school in every content area. We endeavor to create a nurturing, safe environment where young minds are opened to embrace new challenges. This mission is an integral part of the planning process of the goals, strategies and actions contained within the plan. It is our shared belief at PS 9 that every student can succeed, become a lifelong learner and will be career and college ready.

We strive to create partnerships with local community agencies and strategically collaborate with initiatives that will help support our mission statement and accomplish the goals stated in the plan. Working with Sports and Arts in Schools Foundation (SASF) we have been able to provide additional learning time to our students in grades K-5, through an expanded free afterschool program. SASF supports our students both academically and socially while helping them improve their self-confidence, health and wellness. Additionally, we have partnered with Learning through Expanded Arts (LeAp), which has helped bring professional artists to enhance the core curriculum by fostering creativity and stimulating students' curiosity. To cultivate socially responsible students we participate in charitable activities such as Penny Harvest, food can drives, and Grandma Carmelita, a program where our students visit the elderly in a nearby nursing home.

One of our strengths at PS 9 is collaboration that "creates a structure of accountability", as per our 2013-2014 PFSQR. Through collaboration we have been able to create various teams within the PS 9 learning community that meet with a specific focus to support students, such as the curriculum team which meets regularly to adapt the curriculum and adjust the pacing to meet the needs of all learners. We have also focused our efforts on building school capacity by actively involving grade leaders to facilitate professional learning, analysis of assessments and guiding teacher teams in aligning curriculum and instruction to assessment results. These vertical teams help support our goal to provide data-driven instruction that promotes success for all students.

This year we made some positive gains in the 2014 New York State Mathematics Assessment. We reduced the number of level 1 students across all grades (by 6% in 3rd grade, by 16% in 4th grade and by 1% in 5th grade). We also increased the number of proficient students across all grades (by 1% in 3rd grade, by 11% in 4th grade, and by 4% in 5th grade). We did not make the same positive gains across all grades in the 2014 New York State ELA Assessment, however the number of level 1 students in the fourth grade decreased by 10%, while the number of proficient students increased by 9%. We will focus and analyze these results to understand how to best support our students to make more positive gains.

One of the biggest challenges we have is a relatively new PS 9 faculty. 53% of our faculty, 31 teachers, have less than a 3-year tenure at Ps 9, with varying backgrounds and teaching experience. Out of those 31 teachers 52% have less than two years of teaching experience. This has afforded us both challenges and opportunities to properly support and develop them. We had to create tight structures and protocols, such as schedules and forms to ensure consistency and accountability across all classrooms. We have established differentiated learning teams that include new teachers, and second-year teachers to provide them with targeted professional learning opportunities. We developed a prep schedule that supports collaboration among the various established vertical and cross-curricular learning teams. We also provide ongoing mentoring to all the new teachers that expands beyond the mandatory requirements for first year teachers. New teachers are continuously supported by their supervisors, staff developers, grade leaders and peers.

In the past year we have made the most progress in Tenet 2, by creating a culture that leads to success, and establishing systems that help us monitor student achievement and school improvement. As per the 2014 PFSQR “the principal has a clear vision as to the school’s strengths and needs and communicates a clear message of high expectations to all staff members.” Through the use of the observation/feedback cycle we are able to identify areas of need that help guide our professional learning and teacher support to increase student achievement. As we enter our second year using the Advance system, we are able to use the data to better support the teachers in order to help our students succeed. We were able to identify areas of need and focus, which will guide the school wide professional learning.

As per the 2014 PFSQR we need to continue working on designing curricula that engages students in rigorous units of study and provide differentiated instruction consistently across all classrooms. Our primary focus this year is to ensure the level of questioning and discussion techniques challenges our students to demonstrate higher order thinking skills. As a result we will improve teacher effectiveness, which will increase student learning and achievement.

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.3%	% Attendance Rate		89.1%	
% Free Lunch	85.3%	% Reduced Lunch		0.2%	
% Limited English Proficient	30.1%	% Students with Disabilities		17.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American		16.3%	
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%	
% White	0.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.44	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		19.4%	
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					

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 (2012-13)			
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 (2012-13)			
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		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As found on page 4 of the 2013-2014 PFSQR we need to:

“Continue to work on designing curricula that engage all students in rigorous units of study across all academic areas, emphasizing key standards, to promote college and career readiness and provide access for all students. “

Rigorous instruction is an area we have focused our attention on by having a curriculum team in place and working with consultants to look at the New York common Core Learning Standards and the adopted citywide curricula (ReadyGen, and GoMath), to make the necessary adjustments to increase the level of rigor while meeting the needs of our students. We need to develop the capacity of that team to be able to make the necessary adjustments and to support the rest of the faculty in implementing it in their instruction. We plan to provide more targeted professional learning opportunities that will help support this goal.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2015, in accordance with the Citywide Instructional Expectations 100% of classroom teachers will use standards-based ongoing assessments aligned to the school Core Curriculum (Ready Gen and Go Math) to improve teaching practices and increase student learning. We will monitor student progress to ensure mastery of the content and standards. Assessment results will be utilized to plan,

prepare and adapt instruction to meet each individual's student's learning needs. As a result student learning will improve and there will be an increase in students' achievement of desired instructional outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Continue to 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.	All classroom teachers, cluster teachers, supporting staff	Aug 2014- June 2015	Curriculum team, vertical team, staff developers, literacy and math consultants
Professional Learning opportunities delivered in various ways, in-house instructional coaches, math and literacy consultants, curriculum specific workshops and webinars.	All classroom teachers, cluster teachers, supporting staff	Sept. 2014- June 2015	Curriculum team, vertical team, staff developers, literacy and math consultants
Professional learning workshops in the following areas: <ol style="list-style-type: none"> 1. Using assessments to differentiate instruction 2. Guided reading and small group instruction 3. Using learning targets 4. Creating and using CCLS aligned student-friendly rubrics 5. Looking at student work to adapt the curriculum 	All classroom teachers, cluster teachers, supporting staff	Sept. 2014- June 2015	Curriculum team, vertical team, staff developers, literacy and math consultants
A Professional Learning Committee will meet monthly to evaluate ongoing professional learning opportunities, and to make recommendations on desired support, in order to meet students' needs.	Professional Learning Committee	Sept. 2014- June 2015	School leaders, staff developers, literacy and math consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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 9 vertical team members x twice a month, and for per diem substitute pay as needed.

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.

- 40 consultant days for Math Consultant to develop teachers and adjust curriculum
- 40 consultant days for Literacy Consultant to develop teachers and adjust curriculum

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 creating rigorous instruction to meet the needs of all students

We will use Title I and Title III monies to purchase CCLS aligned software and academic materials that will help close the curricular gaps.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

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. By February 2015, we will have completed curriculum maps and pacing calendars that indicate how the needs of various learners are being addressed.

By February 2015 we will have delivered and monitored the impact on classroom instruction various workshops that support increasing rigor in the classroom and providing data-driven differentiated instruction that is aligned to the common core. As a result we expect teachers’ instructional practices to improve to both effective and highly effective as evidenced by the Measurement of Teacher Practice in the Advance evaluation system.

The Professional Learning team will monitor and provide feedback on an ongoing basis on the workshops delivered in order to improve the quality and delivery of such workshops.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As per page 2 of the 2013-2014 DTSDE aligned Priority and Focus School Recommendations we need to: “Enhance your plan to systematically work with stakeholders on how to collect, analyze and use a wide variety of data to deliver timely services and supports to students emotional and health well-being.”

One of the strengths we have in this tenet that our students feel safe and supported at PS 9. According to the 2013-2014 NYC School Survey report 95% of the parents feel their children are safe, 99% feel students with disabilities are included in all school activities, and 96% of the parents feel teachers and staff treat students with respect. Additionally, we have established a school Dean, who has become instrumental in reducing incidents and conflicts that may occur outside of the classrooms, such as the lunchroom, play yard, hallways.

We still need to focus on developing teacher’s knowledge and skills on ways to address the varying social and emotional health needs of our students in order to promote academic success. We also need to ensure they know how to collect, analyze and use data to help them identify areas of need and ways they can support the students. We need to further develop our school-wide PBIS system to be able to monitor and support the students more effectively.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will implement a school-wide PBIS system to define, teach and support appropriate student behaviors to create a positive school environment. 100% of students will be supported in either a primary (school-wide), secondary (classroom), and tertiary (individual) way, founded on data to make decisions on type of intervention and support. The implementation of the PBIS system will help us improve the social and learning behaviors of students and decrease disruptions that interfere with instruction, measured by a decrease in ORRS incidents.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 2. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 3. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 4. Strategies to increase parent involvement and engagement 5. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide tiered intervention as needed, on a school-wide, classroom and individual level.	All staff and students	Sept. 2014- June 2015	PBIS Team, Dean, School leaders, all faculty and staff
Professional learning to build school-wide understanding of the PBIS system.	All classroom teachers, cluster teachers, supporting staff	Sept. 2014- June 2015	PBIS Team, Dean
Workshops and training for PBIS team to develop data-based strategies and interventions they will share and implement school-wide.	PBIS Team	Sept. 2014- June 2015	Dean, School leaders
Parent workshops to provide parents with information on the school-wide PBIS system. They will become familiar with the process and practices.	Parents, students	Sept. 2014- June 2015	PBIS Team, Dean

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Tax Levy and FSF funds will be used to pay for Dean and teacher salaries. In addition, we will use Tax Levy monies and Title I 1003(a) funds for PD per session activities to build a school-wide understanding of the PBIS system, We will also use tax Levy funds for costs related to external training assistance.</p> <p>Tax Levy and Title I 1003(a) funds will be used to support teachers with the implementation of the PBIS system.</p> <p>We will use Tax Levy and Title 1 funds for workshops, materials, copies, and translation services as needed.</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	x	Title I Basic	X	Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the PBIS team will have conducted at least two teacher workshops on PBIS, and ways to effectively support students at the classroom level.

By February 2015 the school will provide parents with information on the school-wide PBIS system. By May 2015, the school will provide parents and students with at least two workshops on the PBIS system.

By February 2015 all classes will have received at least two lessons on PBIS, to reinforce positive behavior both in and out of the classroom.

The PBIS team will meet biweekly to monitor system and make data-based decisions on best way to support students.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As found on page 5 of the 2013-2014 PFSQR we need to:

“Improve the consistency of differentiated instruction to ensure that classroom instruction, discussion and learning activities provide appropriate challenge to all students to maximize student engagement and work products.”

Additionally as per page 1 of the 2013-2014 DTSDE aligned Priority and Focus School Recommendations we need to:

“Deepen the use of pedagogical planning to explicitly incorporate higher order questioning...”

One of the strengths in this tenet is that both teachers and school leaders are committed to provide a safe learning environment for all students. There is a strong culture of respect and high expectations that is communicated to staff, students, and families.

We will focus on increasing teachers’ instructional strategies that will allow students to use and demonstrate higher-order thinking skills in class discussions. We need to focus on creating challenging tasks that are both rigorous and accessible to all learners. We will also focus on the use of effective questioning to engage students in their own learning process, and encourage them to be actively involved in their educational experience.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2015, 100% of all classroom teachers will participate in a cycle of professional development to integrate higher order questioning to teach students the skills necessary to be critical thinkers which will

result in 25% increase in teacher effectiveness in Domain 3, component 3b Using Questioning and Discussion Techniques.

Higher order questions will improve class discussions and help students increase their metacognitive skills. We will engage all students in higher order thinking through the use of CCLS aligned texts with high-level complexity, taking into consideration students' abilities, needs, interests and learning styles.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional Grade Leaders (Vertical Team) will lead the work of analyzing and adapting existing units of study to incorporate higher order questioning and instructional activities that support students to be critical thinkers.	Vertical and Curriculum teams	Sept. 2014- June 2015	Staff developers, school leaders
Provide professional learning opportunities on improving quality of questions and discussion techniques: Book Study Groups Webinars Peer Interclass Visitations Study Groups Lunch and Learns School leaders will conduct observations and provide actionable feedback to promote the professional learning of the staff.	All classroom teachers, cluster teachers, supporting staff	Sept. 2014- June 2015	Curriculum team, vertical team, staff developers, literacy and math consultants
Collaborative mentoring program for new teachers by the staff developers and administrators, to build a cohesive relationship between new teachers and school leaders.	All new teachers, and second teachers	Sept. 2014- June 2015	Vertical team, staff developers, literacy and math consultants, school leaders
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.	All classroom teachers	Sept. 2014- June 2015	Curriculum team, vertical team, staff developers, literacy and math consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I Priority and Focus, and Tax Levy funds will be used to pay per session for the Vertical Team: 1 per session hour x 8 vertical team members x once a month.

Tax Levy monies and Title I 1003(a) funds will be used to support PD per session activities.

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.

Tax Levy, Title I 1003(a) funds will be used to pay for teacher salaries.

Tax Levy and Title I funds will be used to pay for professional learning materials, programs and workshops (i.e. books, webinars, workshops) and for making copies as needed.

Tax Levy and Title I funds will be utilized to provide refreshments for teachers participating in PD sessions.

Tax Levy and Title I funds will be used for making copies, materials, and administrative costs related to mentoring new teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	x	Title I Basic		Title I 1003(a)	X	Title IIA	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

The progress, effectiveness, and impact of integrating higher order thinking questions into the CCLs aligned units of study will be measured through increased student engagement and the increased use of instructional strategies that promote rigor, as evident by documented administrative formal and informal class observations. By February 2015, data gathered from completed observations will show the strategies used.

The effectiveness, and impact of professional learning activities will be measured through improved instructional practices that reflect PD topics, as evident by administrative formal and informal observations. By February 2015, the Professional Learning Committee will review and evaluate professional learning opportunities and adapt the PL plan as needed.

The progress, effectiveness, and impact of the collaborative mentoring program, will be measured through the increased teacher effectiveness of new teachers in the Measurement of Teacher Practice in the Advance system. There will be a common understanding of academic rigor, higher order thinking, and coherence across the new teachers’ classrooms.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As found on page 1 of the 2013-2014 DTSDE aligned Priority and Focus School Recommendations we need to:

“Develop a collaborative school wide plan frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data and align on-going targeted professional development to specific teacher needs.”

This goal will help us address the areas of need in the Measures of Teacher Practice, based on the Advance system, and the citywide instructional expectations to “analyze multiple sources of information to assess the impact of professional learning and inform the refinement of collaborative structures and practices.”

A strength in this tenet is the level of support we provide teachers through the effective use of the feedback and observation cycle to identify areas of need and growth in order to communicate clear expectations.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2015, 100% of teachers will meet with administrators a minimum of 3 times per year to set data-driven short and long term goals/benchmarks, and monitor, revise (as needed), and reflect upon achievement of goals/benchmarks to improve teacher practice and strengthen teacher accountability. We will use data from Advance, PD surveys, and self-reflections to help them reflect on their work and identify areas for growth and support; as a result both teacher effectiveness and student learning will increase.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A review of informal and formal observations will help administrators and support staff to determine areas of improvement that should be addressed through PL and instructional support.	All classroom teachers, cluster teachers, supporting staff	Sept. 2014- June 2015	Administrators
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.	All teachers	Sept. 2014- Oct. 2014	Administrators
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. End of year reflection on teacher goals/benchmarks will be discussed between the administrators and teachers.	All teachers	January 2015 May 2015	Administrators
Professional learning opportunities will be provided based on various data sources (i.e. PL Survey, Advance MOTP ratings, student performance, PFSQR feedback, evaluation of ongoing professional learning).	All classroom teachers, cluster teachers, supporting staff	Sept. 2014- June 2015	Administrators, Staff developers, Vertical team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I and Title III funds and I will be used for making copies and purchasing and materials related to implementing this goal. Title I Priority and Focus funds will be used for afterschool PL for new teachers: 2 per session hours x 12 teachers x 1 day for an 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 PL.

Title I and Title III funds will be used for making copies, materials and administrative costs to support teachers with setting and achieving short and long-term goals.

We will continue to use Tax Levy funds to pay for teacher salaries, and monies from various sources (Title I, Title I 1003(a), Title III, etc.) to support PL per session activities, and administrative costs.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

Administrators will conference with teachers three times a year using the Danielson Framework to reflect on their teaching practice and to help them revise their goals for the upcoming school year. By February 2015 teachers should have met at least twice with their supervisors.
 Using the Danielson Framework rubric, administrators will identify developing and ineffective areas to provide teachers with constructive feedback in order to improve Instructional practice. By February 2015 every teacher will have at least one informal observation and at least 50% of the staff will have one formal observation.
 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. By February 2015 we will have both beginning of year data and midyear data.
 Completed surveys are collected and entered in a database. Administration and coaches to determine future PD areas will analyze surveys, as a result we will have improved classroom instruction. PL Survey was administered at the beginning of the year, by February 2015 the Professional Learning Committee will provide us with evaluation feedback on ongoing workshops.
 Periodic goal sheets will demonstrate that short-term and long-term goals/benchmarks are set throughout the year.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the 2013-2014 PFSQR page 3 we were cited as being supportive of students and families in ongoing learning opportunities and providing parents with the school’s expectations and ways they can support students. However, we realize the importance of involving parents in school-wide activities to increase student success as per the Citywide School Expectations and the Capacity Framework.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school community events and family outreach will increase by an additional 5%; 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.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
<p>Various school supports for Preschool parents to facilitate the transition from Preschool to Kindergarten:</p> <ul style="list-style-type: none"> ○ 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 	Preschool families	Jan. 2015- June 2015	Parent coordinator, preschool teachers, kindergarten teachers, administration, SBST team, staff developers and community based programs
<p>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</p>	All parents and families	Sept. 2014- June 2015	Parent coordinator, administration, Technology coordinator
<p>Monthly meetings with the Principal to foster positive relationships between school and home by sharing information on school-wide goals, activities and student progress.</p>	All parents and families	Oct. 2014- June 2015	Parent coordinator, administration, SLT
<p>Monthly family workshops to foster positive relationships between school and home. We will offer Curriculum Night to inform parents of the CCLS, academic expectations and ways they can support their students.</p>	All parents and families	Sept. 2014- June 2015	Parent Coordinator, administration, SLT, all teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy monies will be used for administrative costs, and to fund the Parent Coordinator.

Tax Levy, Title I 1003(a) and Title III Immigrant funds will be utilized for copies and materials used 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.

Tax Levy monies, Title I 1003(a) and Title III funds will be used to support PD per session activities for trainers to enhance student performance.

Tax Levy and Title III funds will be used to pay for translation services, as needed (for parent informational letters and materials translation).

Tax Levy and Title III Immigrant 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.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	x	Title I Basic	X	Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

Progress, effectiveness and impact will be measured by reviewing agendas with topics offered to families, and completed feedback forms. Results of 2014-2015 Learning Environment Survey will inform us on how well the school communicates with families.

By February 2015 the Parent Coordinator will provide school leaders with a report on the number of workshops so far, parents invited and attendance rates, and the plan for the future workshops for the rest of the school year.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.	<p>A variety of Academic Intervention Services (AIS) programs are being used, dependent upon the type of literary need a student requires:</p> <ul style="list-style-type: none"> • 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: Decoding and fluency through repeated readings</p> <p>Comprehension through close reading of short text. Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist</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>During the school day</p> <p>Saturday Academy (23 weeks)</p> <p>D.E.A.R. Time- 20 min. a day</p> <p>After-School for ELLs (2 days per week)</p>

		and supporting evidence.		
Mathematics	Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.	<p>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.</p> <p>GoMath! Grab and Go Kits</p> <p>GoMath! RTI and Math in Focus</p> <p>Manipulatives and Smart Boards are used widely to provide concrete understanding for abstract concepts that need to be internalized by students.</p>	All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.	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. During the school day After-School for ELLs (2 days per week) Saturday Academy (23 weeks)
Science	Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.	<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> <p>Decoding and fluency through repeated readings</p> <p>Comprehension through close reading of short texts.</p> <p>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>During the school day</p> <p>Saturday Academy (23 weeks)</p> <p>D.E.A.R. Time- 20 min. a day</p> <p>After-School for ELLs (2 days per week)</p>

		<p>Running experiments</p> <p>Using the Smart Board to view and create models.</p> <p>Applying science learning to real-life science issues.</p> <p>Brainpop and Brainpop Jr. animations and quizzes.</p> <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.</p>		
<p>Social Studies</p>	<p>Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.</p>	<p>The Social Studies curriculum is conducted in-class using new NYC Social Studies curriculum. 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> <p>Decoding and fluency through repeated readings Comprehension through close reading of short texts.</p> <p>Responding to questions on short</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>During the school day</p> <p>Saturday Academy (23 weeks)</p> <p>D.E.A.R. Time- 20 min. a day</p> <p>After-School for ELLs (2 days per week)</p>

		<p>answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.</p>		
<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.</p>	<p>Guidance counselors meet informally with students who seek them out. They intervene and help to mediate conflicts, while building conflict resolution skills.</p> <p>Problem-solving skills-building techniques support school-wide efforts via PBIS 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.</p> <p>Our guidance counselors regularly participate in professional development and trainings that are mandated and that enhance their abilities to meet the needs of students.</p> <p>Survey taking has been a part of an assessment that our guidance counselors at PS 9 have taken. The results will be incorporated into programs, which will benefit students.</p> <p>The school</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>

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.

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 kinder, 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

		<p>immunization required for school, otherwise these students are excluded until their health status is assured.</p> <p>Academically at-risk students have their vision and hearing reviewed to ensure that these health conditions do not impact negatively on scholastic achievement.</p>		
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10X009 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.3%	% Attendance Rate		89.1%
% Free Lunch	85.3%	% Reduced Lunch		0.2%
% Limited English Proficient	30.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		16.3%
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		19.4%
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X009 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.3%	% Attendance Rate		89.1%
% Free Lunch	85.3%	% Reduced Lunch		0.2%
% Limited English Proficient	30.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		16.3%
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		19.4%
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X009 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.3%	% Attendance Rate			89.1%
% Free Lunch	85.3%	% Reduced Lunch			0.2%
% Limited English Proficient	30.1%	% Students with Disabilities			17.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			16.3%
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.44
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4			19.4%
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

10X009 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.3%	% Attendance Rate			89.1%
% Free Lunch	85.3%	% Reduced Lunch			0.2%
% Limited English Proficient	30.1%	% Students with Disabilities			17.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			16.3%
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.44
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4			19.4%
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

10X009 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.3%	% Attendance Rate		89.1%	
% Free Lunch	85.3%	% Reduced Lunch		0.2%	
% Limited English Proficient	30.1%	% Students with Disabilities		17.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American		16.3%	
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%	
% White	0.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.44	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		19.4%	
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

10X009 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.3%	% Attendance Rate			89.1%
% Free Lunch	85.3%	% Reduced Lunch			0.2%
% Limited English Proficient	30.1%	% Students with Disabilities			17.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			16.3%
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.44
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4			19.4%
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

10X009 School Information Sheet Key

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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.3%	% Attendance Rate		89.1%
% Free Lunch	85.3%	% Reduced Lunch		0.2%
% Limited English Proficient	30.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		16.3%
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
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Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

10X009 School Information Sheet

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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 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 2014-15 school year, 95% 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):

- Maureen Donohue
- Travis Stump
- Kendra Williams

2b. 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 be provided through new teacher mentoring. There is school-based mentoring and grade level peer support that will promote professional learning and growth. Professional learning opportunities will include topics such as classroom environment, classroom management, curriculum planning, and assessments. Teacher leaders will continue to participate in citywide and network-wide professional learning opportunities to maintain the level of qualification according to current trends.

As stated above, workshops and PL opportunities in current “best practices” will continue to be provided to all staff members. The Math and Literacy consultants, vertical team, and staff developers 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.

4b. 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 system of teacher evaluation and development, *Advance* includes multiple Measures of Student Learning (MOSL) in addition to the Measures of Teacher Practice (MOTP). 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. Additionally, the Professional Learning Committee, also composed of teachers selected by the Principal and the UFT chapter leader will make recommendations for professional learning based on teacher surveys, needs assessment, and student performance results. The team will meet monthly to evaluate ongoing professional learning to monitor results and effectiveness.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$152,776	X	11, 12, 14, 18, 20, 21,
Title I School Improvement 1003(a)	Federal	\$692,710	X	14, 17, 21, 23
Title I Priority and Focus School Improvement Funds	Federal	\$165,996	X	11, 12, 17, 20, 23
Title II, Part A	Federal			
Title III, Part A	Federal	\$30,224	X	11, 12, 17, 20, 21, 23
Title III, Immigrant	Federal	\$1,464	X	23
Tax Levy (FSF)	Local	\$3,971,397	X	11, 12, 14, 17, 18, 21, 23

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 9**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 9** will support parents and families of Title I students by:

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

The 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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

P.S. 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

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Ryer Avenue	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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of ELLs to be served: 144	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 5	
# of certified ESL/Bilingual teachers: 3	
# of content area teachers: 2	

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 home language, as applicable, high academic achievement in math, and in other core areas. These services will complement bilingual and ESL instruction that students are afforded during the regular school day. These services will be provided in the construct of a Saturday and after-school technology-based programs, delivered by licensed and certified teachers in bilingual education, ESL practices, and core instructional areas. Ms. Fanny Morfe, Ms. Carmen Perez, Mr. Miguel Ramirez and Mr. Daniel Fairfax are certified Transitional Bilingual Education (TBE) teachers.

TITLE III DIRECT INSTRUCTION: SATURDAY ACADEMY

Direct Instruction provided by TBE licensed pedagogues Carmen Perez, and Daniel Fairfax

October 4, 2014 – April 25, 2015

8:30am-12:00pm- (3 1/2 hours)

Minus Saturday Holidays

11/29, 12/27, 1/3, 2/14, 2/21, 4/4, and 4/11

With consideration to the total number of ELLs identified in our school, 245, the targeted grades for servicing in Saturday Academy, grades 2 – 5, 144, and the number of ELL licensed pedagogues in Saturday Academy, PS 9 has developed a cyclical plan that will be able to service as many ELLs as possible. Spread across 23 programmable Saturdays between October 4 to April 25, students will attend Saturday Academy in cycles of 7 weeks. The cycles would run from October 4 to November 22, December 6 to January 31, and February 7 to April 25. The last cycle, which would hold the longest duration preceding the NYSESLAT, ELA and Math exams, would target ELLs in grades 3 - 5 .

Materials to be used will include NYSESLAT preparation materials that support language development in listening, speaking, reading, and writing, differentiated across language progressions. These materials, titled, "New York ELLs" from Continental Press, have served well in the past. We will also use software such as Imagine Learning, which addresses language and literature, through software, and provides an individual path that supports language development for ELLs. Finally, we will use Study Island a standards-based assessment prep program that will support students individualized needs. A baseline identifying tool places students at an appropriate, therefore differentiated levels of work in order for mastery of language to take place. Additional materials to be used include Curriculum Associates' Strategies to Achieving Reading Success (STARS,) and Ready New York CCLS Math Instruction. Smart

Part B: Direct Instruction Supplemental Program Information

Board and digital lessons from Study Island will also be used.

TITLE III Direct Instruction: After-school Technology Programs

Imagine Learning Thursdays for 1-2nd Grade ELL students

Direct Instruction provided by TBE licensed pedagogue Fanny Morfe and Content Area pedagogues Anthony Muia and William Gentsch

Thursdays, December 4, 2014 – April 2, 2015

2:30 – 4:30 PM (2 hrs)

Minus December 25, February 19

Number of Weeks = 15

Imagine Learning Thursdays will take place in the technology lab as part of the Direct Instruction plan for our school. Teachers identified for instructing identified ELLs in grades 1 and 2. Ms. Morfe, TBE licensed, Ms. Sifonte, Home Language fluent, and Mr. Gentsch, technology experienced, will co-plan and lead the program. Program dates will be from December 4, 2014 to April 2, 2015. Imagine Learning is an individualized language and literacy software program. Data generated by the program will serve to guide and differentiate instruction. It is essential for both the TBE licensed pedagogue and content area pedagogues (technology) to plan and develop this program to best support our ELL students. Ms. Morfe will ensure that the needs of our ELLs are met and the technology specialist will ensure the proper use of the software and be able to provide program oversight, serving as the liaison between Imagine Learning and the school should technological support be needed. Ms. Sifonte will serve as teacher and teacher-facilitator as a data and tech specialist, fluent in Spanish.

NYS Assessment Prep through Technology for 3rd to 5th Grade Students

Direct Instruction provided by TBE licensed pedagogues Mr. Fairfax and Mr. Ramirez and Content Area pedagogues Anthony Muia and William Gentsch

Wednesdays, December 10, 2014 – April 1, 2015

2:30 – 5:00 PM (2 1/2 hrs)

Minus December 25, February 19

Number of Weeks = 13

In order to provide additional support to our English Language Learners in 3rd through 5th grades we will offer an assessment prep program that will take place in the technology lab as part of the Direct Instruction plan for our school. Mr. Ramirez and Mr. Fairfax are both TBE licensed, and will alternate teaching the program, in addition Ms. Sifonte, Home Language fluent, and Mr. Gentsch, technology experienced, will co-plan and lead the program. Program dates will be from December 10, 2014 to April 1, 2015. We will use Study Island, a NYS Common Core Learning standards-based program to provide both rigorous and differentiated instruction. Data generated by the program will serve to guide and differentiate instruction. It is essential for both the TBE licensed pedagogue and content area pedagogues (technology) to plan and develop this program to best support our ELL students.

Part B: Direct Instruction Supplemental Program Information

Mr. Ramirez and Mr. Fairfax will ensure that the needs of our ELLs are met and the technology specialist will ensure the proper use of the software and be able to support students with accessing the dynamic content and generating real-time student data. The technology specialist will serve as the liaison between Study Island and the school should technological support be needed. Ms. Sifonte will also serve as teacher and teacher-facilitator as a data and tech specialist, fluent in Spanish. She will assist with statistical measures of progress, and support the teachers with customizing learning activities at the subject, class and student level, in order to meet the needs of all the learners in the program.

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:

Teachers will build on professional skills enhanced by a longitudinal program of professional development to serve all teachers, but herein, teachers of ELL students. Strategies and approaches, specific to how language develops in each of the four language 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. EngageNY with its ELL resources will be used throughout. There is a school-wide thrust on vocabulary development, in the provision of schema to build language, appropos to the ELL population. Teachers will learn more about the qualitative aspects of educating ELL students where English may or may not be spoken in the home. Increasing communication to forge the home-school connect will be addressed as well. We will also focus on the language progression standards for both the home and new language. Our school's Professional Development Planning Committee meets to make recommendations for the PD plan for the school. They evaluate ongoing PD, reflecting on how PD sessions have improved teacher practice and student outcome. Teachers also provide feedback on needs areas.

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 group 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 the free-standing ESL program.

PS 9 has clearly identified a program of professional enhancement for teachers to pursue based on teacher feedback and ADVANCE teacher evaluation data. Program duration will vary depending on the

Part C: Professional Development

topic, but will always be preceded and followed up with professional learning communities facilitated by the school Staff Developer, ELA or Math Coach, “Southern Consultancy” Math and Literacy consultant coaches, (Robb Irwin and Sue Rayson,) ELL Supervisor, Assistant Principals, or Principal, as applicable. Teacher leaders will have the opportunity to share their knowledge and expertise, as well.

Southern Consultancy outside-consultants, Sue Rayson and Robb Irwin are each contracted for 40 days this academic year. Their work has required programming changes to accommodate meetings with teachers. Professional support exists in the form of Curricular Mapping, In-class Support, Demonstration Lessons, and In-class Coaching. These have been the models used thus far, based on assessed need. Ms. Rayson has been scheduled on these days: 9/19, 10/1, 10/3, 10/7, 10/9, 10/24, 10/28, 10/30, 11/5, 11/10, 11/14, 11/20, 12/4, 12/12, 1/9, 1/14, 1/20, 1/22, 1/30, 2/9, 2/11, 2/26, 3/4, 3/11, 3/12, 3/20, 3/23, 4/2, and 4/13. Mr. Irwin’s days are also spread across the academic year so that there is no overlap with Ms. Rayson’s program. The PD that teachers receive will be differentiated.

Teachers identified for High Quality Professional Development on a per session basis after school include

TBE teachers: Perez, Hinojosa, Dilone, Ramirez, Fairfax

Free-standing: Rosado, Morfe, Torres, Lockwood, Breton, Lancut

Monolingual Teachers of ELLs: Weatherwax, Lopez, Gentzsch, Green, Barnes, Flesher

Ms. Sifonte, Ms. Zivan, Core Facilitators

Wednesdays 2:30 – 4:00 PM

November 12, 19, 2014

“Research Based Practices for English Language Learners” begins the after-school series in November.

Network 109 Instructional Support

Teachers of ELLs students have participated in a multi-year program of professional development led by Ms. Caterina DiTillio, Deputy Network Leader, and Ms. Yehonlea Ortiz, former Instructional Coach and ELL/RTI Specialist. Outreach to Ms. DiTillio for ELL support was made in early September 2014. We are awaiting Ms. DiTillio’s contact to confirm on-site dates for this academic year..

Additional network team members who are well versed in content area instruction will facilitate sessions. Minnie Iannuzzi, Network 109 Instructional Coach has been scheduled on dates through December 2014 to support teacher development. There have already been three sessions in these beginning months of school. School needs were assessed during an instructional walkthrough on October 14. Subsequent PD sessions have included Student Engagement (October 14 and 22,) and Looking at Student Work, (November 3.) Additional scheduled dates are November 17, December 1, and December 15. A portion of time during November 5, the city-wide PD day is anticipated.

As pertains to ELLs, an extensive menu of PD offerings across content areas will be offered throughout the year. Sessions expected may include the following: disaggregating AAMO data and support for planning and programming to the administrative team. The same topic would be addressed with teachers using data to plan for instruction. On the school level, we have already delivered PD on LAP

Part C: Professional Development

Compliance and allocation of minutes to NLA and ELA Instruction, TBE Classroom Environments, Language Progressions, and Accessing EngageNY Resources. How to write language and content objectives was the topic delivered to TBE teachers by our school's Free-standing ESL Teacher Team. As the year unfolds, teachers will become more proficient at how to deliver instruction based on practice informed by qualitative and quantitative data. Standards based work will be the exemplar that teachers will hold as they work their students to proficiency. Of course, the Danielson Framework will serve as the standard through which all our work will be guided.

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. Previously and subject to change this year was Ms. Ileana Ordonez the on-site consultant who provided walk-through program support.

Monday Afternoon Professional Development

As a result of the new UFT contract, teachers have an extended period of 80 minutes for professional development on Monday afternoons. Some of these topics have included, and work in the context of Title III funded PD. Most topics thus far have been around differentiation and teacher evaluation of beginning-year student assessments. Guided Reading, Using Assessments, Revisiting the Writing Process, Danielson, and writing and implementing student-friendly Learning Targets are additional topics to be covered.

Additional on and off-site programs through OELL for teachers will be scheduled as determined by need.

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. For parents, their involvement includes acquiring information, skills, and strategies to manage their own

Part D: Parental Engagement Activities

and their children's education. PS 9 has been successful in increasing the participation of ELL 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 the presenter's content. Parents are informed spot-on. In this way, ELL parents can actively understand and participate in all events. In fact, we have a new parent association member, Ms. Marisol Colbert, who has become very active with our bilingual parent body, even serving as an enthusiastic workshop presenter for our new Pre-Kindergarten and Kindergarten parents.

Mara Resto, Parent Coordinator, has and will deliver the following events for parents of ELLs, Get Ready NY: Especially for Bilingual Parents on How to Ask Questions at Parent Teachers Conferences on November 10, and q Bilingual Health, Mental Health, and Hygiene on November 25. On November 20, a "Dinner with the Principal" event is scheduled from 6:00 – 8:00 PM, with a specific Informational Table to address any needs and questions presented by parents of ELLs. Additional parent engagement activities that will help support our parents of ELLs will be scheduled throughout the year.

Two Family Literacy activities will be scheduled in the spring over two days, just for our ELL parent body. The first day will be for TBE classes and the second day will be for free-standing ESL students and families celebrating literacy achievements of students. Light refreshments and family literacy packs will be distributed. This will be a replication of successful parent outreach events that we have presented in the past.

On three Friday afternoons, pre-selected ELL parents and children from grades 1-2 will be engaged in a Digital Literacy program to build and develop both language and technological skills. We have a well equipped technology lab that will allow for parent participation. This will be a bilingual program with Ms. Morfe, TBE Teacher conducting the translation for Mr. Anthony Muia and Mr. William Gentsch, who will share instruction. Topics planned are Using Google and Yahoo to Conduct Internet Searches, Using Email as a Communication Tool, Accessing Internet Resources, and Accessing ARIS Learn, as these all relate to student learning based on the home-school connect. Students will work alongside their parents to learn the same digital skills. This is planned as an after-school Friday program. Digital Literacy for Families: Parents and Children will run March 6, 13, 20 2015 from 2:30 – 4:30 PM.

Additional home-school celebrations like publication parties, holiday and spring festivals, and multi-cultural day will involve our parents of ELLs. Our School-wide Field Day for upper and lower grades always involves parents in the planning and realization of the event. ELL parents are always attended to and supported by our staff. As a school we concentrate our efforts in involving and supporting our ELL parents in all schoolwide activities.

HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES

Parents will be notified by school calendar, letter, or announcement in English, Spanish, and other minor languages represented in our school. We employed an Arabic-speaking paraprofessional at one time, and will continue to employ this language category professional when possible. We have various instructional staff who are fluent in some of the African languages represented in our school. Announcements will also be back-packed and distributed at parent conferences. Postings will appear on all doors from which parents enter and exit. Laminated announcements will hang on fences that perimeter the school building. Announcements over the speaker address system may take place as a

Part D: Parental Engagement Activities

final reminder for students for parents. Phone calls to parents who have expressed particular interest in workshop/meeting topics will be made. We also have a permanent lighted school announcements sign that is grounded in concrete at the main entrance to the school.

The following describes additional efforts to engage parents of ELLs:

Parents have the opportunity to access ps9online.org, the school website to learn about ongoing events and to communicate with classroom teachers on the class page. Our school website has a feature that translates the content to various different languages.

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. We invite them to our larger school events and they reciprocate. This year, we re-located the Welcome Center to one section of our first floor, creating a wing for adult learners.

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 LEAP partnerships, parents will participate in sessions that will allow them to experience and understand what their children do in school. Reading Workshop with its component parts of read-aloud, mini lesson and independent practice will take place. Parents can better understand what leveling correlates and guided reading mean. How parents can support school efforts will be addressed by looking at food and nutrition and the home environment. Parents will have the opportunity to use math manipulatives to understand how concrete understanding leads to conceptual understanding. To support their children's work during the Science Fair, there will be opportunities for parent involvement to that end, as well.

Classroom Learning

As indicated in the beginning narrative above, parents are and will be invited to classroom activities and celebrations through the year. Parents will 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 chaperoning on field trips also involves them in their children's learning. This is also another venue through which they will be able to see and learn about the city for lively discussions with their children. 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. The PEP Rally before the standardized ELA and Math exams motivates students and parents to focus on success.

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

Part D: Parental Engagement Activities

convenience foods. Through special funding, the Office of School Food and Nutrition has provided daily portions of fruit and vegetables, individually packaged for consumption for our students. This year, we are wait-listed for participation, but the program was a wonderful way to transfer good eating habits that reflect research correlates for school achievement.

NAME(S) OF PROVIDERS

At alternate times, as scheduled, the Principal, Jacqueline Bailey, Assistant Principals, Lorraine Tsang, Martha Embola, and Frank Severino; Data Specialist/Staff Developer, Berna Sifonte, ELA Coach, Stefania Zivan, will be involved. Technology Specialist/Data Specialist, Berna Sifonte and Anthony Muia will deliver information. ESL teachers, Kerry Breton, Margolata Trojnar Lancut, Amanda Lockwood, Parent Coordinator, Mara Linda Resto, will be involved. School Nurse, Ms. Cabrera, Social Worker, Marsha Dadosh will be enlisted. Ricardo Mendez and Rosetta Smith, as Guidance Counselor and Social Worker may facilitate some sessions. Claudia Rerrie, Dean, will offer some sessions. Representatives from LEAP, LINC, and the Welcome Center will conduct their sessions. Classroom teachers with experience and expertise in related topics will facilitate sessions as well.

Part E: Budget

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

Allocation Amount: \$ _____

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. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 009
School Name The Ryer Avenue Elementary school P.S. 9		

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	84	6	1	2						86
Dual Language										0
ESL	125	4	7	40	10					165

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	209	10	8	42	10	0	0	0	0	251
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	8	16	5	0				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 engage in cross curricula instruction as an effective practice that addresses many needs. As referred to earlier in this report, native language fluency supports second 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 students 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 assessment 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 homogeneous 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 heterogeneous, 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

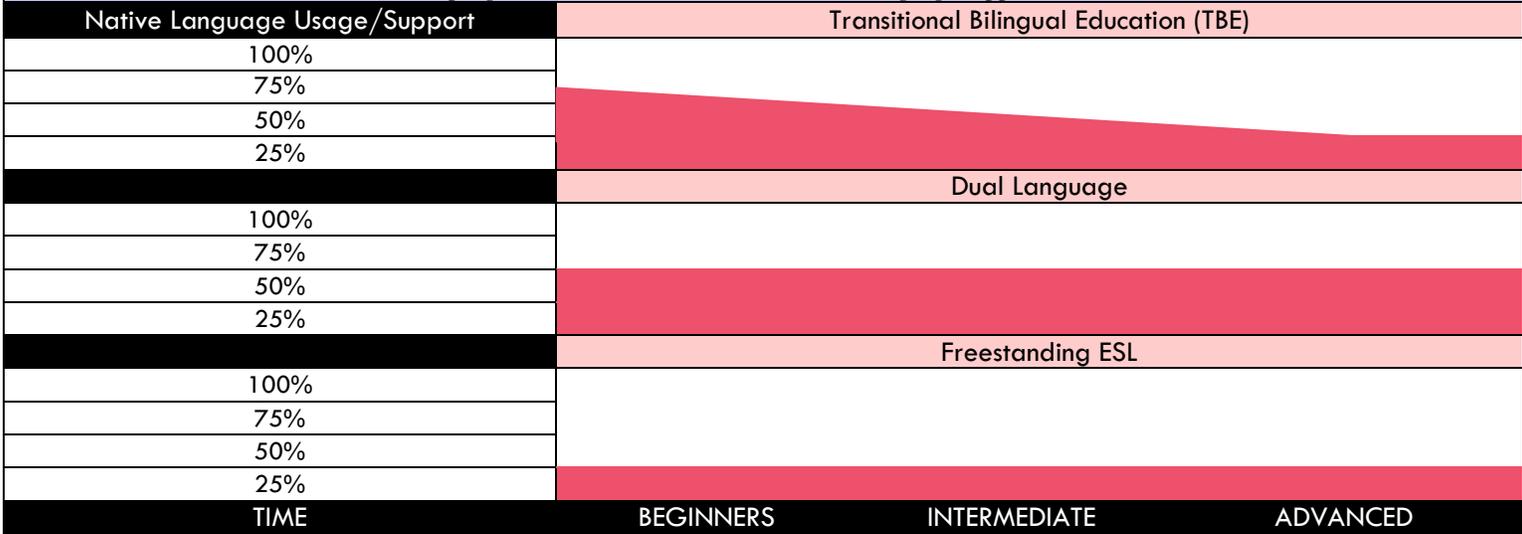
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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 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 of modelling 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:

School Name: Ryer Avenue Elementary**School DBN: 10X009****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.