

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M009

School Name:

P.S. 009 SARAH ANDERSON

Principal:

DIANE BRADY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 9 Sarah Anderson School Number (DBN): 03M009
Grades Served: PK – 5
School Address: 100 West 84, New York, NY 10024
Phone Number: 212.678.2812 Fax: 212.873.4613
School Contact Person: Katherine Witzke Email Address: KWitzke@schools.nyc.gov
Principal: Katherine Witzke
UFT Chapter Leader: Melissa Murphy
Parents' Association President: Sandi Dubin, Xiao Xiao Wong, Eiko Horvath
SLT Chairperson: Melissa Murphy and Dimitra Koutsantouni
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, NY 10025
Superintendent's Email Address: IAltschul@schools.nyc.gov
Phone Number: 212.678.5857 Fax: 212.222.7816

Borough Field Support Center (BFSC)

Manhattan Field
BFSC: Support Center Director: Yuet Chu
Director's Office Address: 333 7th Avenue, Manhattan, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (917) 705-5856 Fax: _____

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Katherine Witzke	*Principal or Designee	
Melissa Murphy	*UFT Chapter Leader or Designee	
Xiao-Xiao Wong	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tammy Austin	Member/ Parent	
Asif Khan	Member/ Parent	
Lindsay Starr	Member/ Parent	
Sabrina Stratton	Member/ Parent	
Dimitra Koutsantoni	Member/ Parent	
Kristen Garetano	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sarah Morgan	Member/ Teacher	
Tracey Pritch	Member/ Teacher	
Carly Vignogna	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 9 is located on the Upper West side of Manhattan in New York City. We are fortunate to be located in a diverse neighborhood filled with cultural institutions, commercial landmarks and a vibrant population. Our school partners (both formal and informal) with several groups in order to offer students experience in the fine arts aligned with each grade's curriculum including but not limited to: The American Museum of Natural History, The Children's Museum of Manhattan, The New York City Ballet, Carnegie Hall, The Metropolitan Museum of Art, and The Museum of Modern Art. Students at PS 9 learn about neighborhoods and communities throughout their primary education. The school's location is ideal for hands-on learning, located near the US Post Office, the 20th Police Precinct, Engine 74 Fire department and a public library.

Students in the upper grades have an enriched Social Studies curriculum as well. Students in grade 3 visit museums, cultural neighborhoods and dine on ethnic cuisines. Grade 4 takes a boat trip along the Hudson River and a trip to support the unit of study around Colonial America. Fifth graders participate in an overnight trip to Gettysburg, PA as the culminating event of their "Civil War" unit of study.

PS 9 provides a mixture of integrated and differentiated curriculum that is strongly enriched with instruction in art, music, technology, and foreign language. This rich curriculum promotes high academic achievement with challenging content for all students. A strong network of support services, the parent teacher association and the school leadership team contribute to our success in fostering a cohesive and cooperative educational community.

In recent years, PS 9 has received recognition for being a high performing school and we received the rating of "Well Developed" in each of the areas of the Quality Review in January of 2015. The philosophy of the school is a commitment to providing equity for all children. Our dedicated staff participates in ongoing staff development; in addition to meetings designed to facilitate the individual needs of students in all programs, teachers in each grade work collaboratively across programs. As a result, teaching methodology and practices are designed to better serve the needs of all children. Mentor support is available to all teachers, and yearly Learning Walks have been designed to support ongoing professional learning. We have developed partnerships with similar schools to share best practices.

In recent years, we were awarded the designation of one of New York State's "high performing gap closing schools". We were given this designation because we met all applicable state standards for English Language Arts, Mathematics and Science and also made Adequate Yearly Progress in all areas. The award is tangible evidence of our ongoing commitment to improve student achievement.

Celebrations are integral to life at PS 9. Throughout the year, classrooms celebrate their accomplishment as each unit of study is completed; all families are invited to participate. Culminating performances and exhibitions in the arts and math have become a yearly tradition. PS 9 has an outstanding home-school relationship. Parents are active participants in learning, community-building, fundraising, and spirit activities. Our parent fund-raising pays for an assistant teacher in every classroom, Spanish and Chess enrichment programs, and additional funding for art and music.

Over the last several years, we have focused on developing, "rigorous instruction that is customized, inclusive, motivating and aligned to the Common Core". Using a cycle of inquiry, professional development and assessment, we have engaged staff in learning communities around; Number Talks, Cognitively Guided Instruction, Orton-Gillingham, Talk Moves and Accountable Talk, Hess' Depth of Knowledge as well as differentiation and providing multiple entry points so that all students have access to the standards. Several years of focused work has impacted the students directly, 70% of all students received levels 3 or 4 in ELA and 79% received level 3 or 4 in Math. In ELA student progress increased from 63% to 80% and in mathematics, the increase went from 38% to 65%. In both Literacy and Mathematics, 38% of the "lowest third" of students received a level 3 or 4. In Math, the school's lowest third increased from 63% growth to 73.5%. The Quality Review states, "All students have a range of opportunities to both build skill as well as dig deeply into important topics. The curriculum ensures that students are engaged in challenging tasks that require them to think, reflect and problem solve." The Quality Review in January of 2015 awarded "Well Developed" in each of the five areas, including "Rigorous instruction" and "Collaborative Teaching".

While the work in the coming years will continue to focus around **rigorous instruction**, we will be redoubling our efforts around **collaborative teaching** and building teacher leadership within the school.

03M009 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	658	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	7.4%	% Attendance Rate		96.4%
% Free Lunch	20.4%	% Reduced Lunch		2.5%
% Limited English Proficient	4.8%	% Students with Disabilities		14.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		6.6%
% Hispanic or Latino	21.1%	% Asian or Native Hawaiian/Pacific Islander		8.0%
% White	60.0%	% Multi-Racial		3.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	16.31	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	69.7%	Mathematics Performance at levels 3 & 4		79.2%
Science Performance at levels 3 & 4 (4th Grade)	99.2%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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 – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

As a school community, we analyzed several sources of data. State Testing data revealed the following: For the 2013-2014 school year; 70% of all students received levels 3 or 4 in ELA (English Language Arts) and 79% received level 3 or 4 in Math. In ELA student progress increased from 63% to 80% and in mathematics, the increase went from 38% to 65%. In both Literacy and Mathematics, 38% of the “lowest third” of students received a level 3 or 4. In Math, the school’s lowest third increased from 63% growth to 73.5%. 81% of all students are meeting grade level reading standards as measured by F&P assessments. The Quality Review report identified, “Instructional Core”, although rated “Well Developed”, as an area of “focus”. We looked at current MOTP (Measures of Teacher Performance) “Advance” data and identified 3d, “Using assessments in instruction”. In this particular element, 55% of observations conducted, resulted in a rating of “Highly Effective” in element 3d. In addition, the Learning Environment Survey reported that 88% of teachers “strongly agreed” or “agreed” that “my school uses assessments that are relevant to my daily instruction”.

Other existing factors:

- Cross grade curriculum teams have been formed and the Math Committee has begun to analyze assessments across grade levels.
- As reported in the QR (Quality Review), “ Using Common Core Learning Standards (CCLS) data, achievement goals are set for and with students, while units of study are organized around assessments, it is assessments that inform the continued revision of their units. Units of study are continuously developed and refined by teacher-teams through an Understanding by Design (UBD) process. A unit is framed around identified Common Core State Standards to be addressed and assessed. Rubrics and checklists are a tangible representation of the unit’s goals as they are tied to the unit summative assessments and student self-monitoring. The school values empowering our students in maintaining ownership over their learning. Students are part of the rubric development through reflection of I can statements. The school believes that this ownership is necessary to foster a growth-mindset and high sense of self-efficacy in each and every learner.”
- Teachers will continue to grow in their understandings around assessment protocols and procedures.
- Teachers will continue to refine their practice as differentiated instruction is driven by the analysis of student assessment data.

As a staff, we have devoted resources (per session, per diem, outside professional development) to building common practice around Number Talks, Talk Moves, Cognitively Guided Instruction and Reciprocal Teaching.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, student performance in both ELA and Mathematics will increase 2-4% as measured by the NY State tests in ELA and Mathematics.

Mid year Monitoring:

Overall ,we seem to be on track - Grade 1 with 31% overall meeting their expected book level represents the lowest performing grade. Looking at overall growth, grades 2-4 have the most students showing overall growth, with first and fifth indicating about 25% of students not showing growth. When we look at special education students who have shown growth in their BL since September, grades 3-5 exceed expectations with nearly every special education student having shown growth. Grades 1 and 2 are significantly lower, with 42% and 26% respectively. If we look at special ed students who are meeting promotional criteria, we see that nearly every child across the grades, is meeting. If we look at exemplars and focus on the "Problem solving" data, results indicate that with very few exceptions, students are showing growth across the grades.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School wide understandings developed (and made public) around bottom lines for F&P (Fountas and Pinnell), Quick Writes and Exemplars, benchmark assessments as well as unit assessments</p>	<p>All classroom teachers PK-5 – across all programs (Special Education, ELL (English Language Learner), General Education and Gifted, Literacy support staff, Speech teachers, ESL teacher.</p>	<p>Beginning in September/October of 2015 and continuing through June of 2016.</p>	<p>Coherency Team Members, Literacy Specialist, Cross Grade Curriculum Team Leaders, Administration Consultant support</p>

<ul style="list-style-type: none"> ● Focused Extended day sessions scheduled to allow time for meetings to occur ● Inter-visitations ● Cross grade meetings ● Utilizing ICT Teacher Flex time and flexible scheduling to support small groups of students <p>Continued Professional Development around the key focus areas; Orton-Gillingham, Number Talks, Cognitively Guided Instruction, Talk Moves, etc</p>			
<p>Support for teachers in the form of professional development with a focus on strategic differentiation.</p>	<p>All classroom teachers PK-5, Literacy support staff, Speech teachers, ESL teacher.</p>	<p>Beginning in September/ October of 2015 and continuing through June of 2016</p>	<p>Outside Professional Developers – Orton Gilligham to support in phonemic awareness and Southern Cross Consultancy for mathematics.</p>
<p>Time scheduled, both during the day, in extended day and in per session – to permit grade wide and cross grade norming of student work and analysis of student strength and needs as well as planning to address these needs.</p>	<p>All classroom teachers PK-5, Literacy support staff, Speech teachers, ESL teacher.</p>	<p>Beginning in September/ October of 2015 and continuing through June of 2016</p>	<p>Administration, Coherency Team, Literacy Specialist, Cross Grade Curriculum Team Leaders</p>
<p>Presentation at PA (Parents Association) meeting to support parents in the understandings of “using assessment in instruction” and how we are using student work and the analysis of the data to drive focused instruction and strategic differentiation across the learning continuum.</p> <p>Direct student support</p> <ul style="list-style-type: none"> ● Saturday Academy/State Test support for at - risk students in grades 3-5 ● Before and after school guided reading sessions for students in grades 1-5 ● Orton Gillingham certifications for all teachers in early grades as well as special education teachers 	<p>Parents of students PK-5</p> <p>At risk students, grades 1-5</p>	<p>One PA meeting to be scheduled between January 2016 and May 2016</p> <p>ongoing - September 2015 - June 2016</p>	<p>Administration, Coherency Team members</p> <p>Administration, Special Education Teachers, Literacy support teacher</p>

<ul style="list-style-type: none"> ● Small group (pull out/push in) support in both Math and ELA for students at risk of not meeting the standards ○ Literacy Specialist part time <p>Flexible scheduling allows Special Education teachers 1 pd a day to support students across the grades in small strategic groupings.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session funding provided by PA for professional development purposes will be used to support, focused teacher engagement sessions around looking at and norming student work, as well as aligning assessments across the grades. Title III money is used to support students in a before and after school session designed around focused, guided reading sessions. Tax levy funding will be used to cover the cost of substitutes so that teachers can meet during the day (2-3 X year). Outside professional development will also be supported by PA funding which was “granted” for specifically this purpose.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress to be monitored by Coherency Team and Administration, as well as the Professional Development Committee. Once in November and once in February.
Student data will be collected three times each year in (October, January/February, May/June). Built into the Professional Learning schedule, at times for teachers to "look at student work" and analyze the data and identify trends. Students identified as "at risk will work with Special Education teachers as well as the literacy specialist in 6-8 week cycles and student progress will be monitored using F&P Book Levels and / or Orton Gillingham assessments.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

As a school community we analyzed several data sources. The results of the Learning Environment Survey (LES) of 2014-2015 indicated that 82% of teachers “agree” or “strongly agree” they are included in opportunities to work productively with colleagues in their school. The Framework for Great Schools Report 2015 indicates a score of 75% for "Professional Development" with 81% of teachers responding favorably to the question, "overall my professional development experience this year has been sustained and coherently focused." While this is a strong response, the Theory of Action at the school states that, 'if we devote resources and time to developing the capacity of our teacher leaders to facilitate ongoing instructional improvement, then the focus of our teachers' regular work together will be grounded in improving learning experiences for all students if we continually develop the instructional expertise of our teachers, then teaching will be strengthened and all students will learn in deeper and more meaningful ways.'" Overall, 91% Thus, maintaining this response rate is of great import. On the Quality Review, the reviewer noted that there were a number of professional learning teams organized throughout the school. She noted that these teams work together to make all teachers capable of promoting high - expectations in the classroom. After 18 years with the same leader, this 2015-2016 school year begins with a new administration. We as a school and as an administration, strive to maintain the strong positive responses to "Effective School Leadership."

Other existing factors:

- Current teams: Coherency Team, Grade level teams, Staff Development Committee, Cross grade - subject specific teams, MOSL (Measure of Student Learning) Committee, Out of Classroom Team, Special Education Team.
- PS 9 has been committed to developing “Distributive Leadership” for a number of years - and to that end, teachers have “worked together on teams to improve their instructional practice” - LES 2012 - 2013.
- “Other Work Time” and “Professional Development” time has been scheduled and used to support team meetings, work time and turn-keying of information.

The PDC Team (Professional Development Committee) worked diligently throughout the year to identify needs of their constituents and to create a schedule that would meet the needs of staff

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The NYC School Survey Report for 2015-2016 will reflect that we have maintained within 2-4% points, the strong score of 91% in the overall "Effective School Leadership" as reported by teachers.

Mid-Year Monitoring:

There has been a chance of leadership and there is uncertainty as to whether or not the questions will remain the same, however, we looked at a few of what we identified to be the "key questions".

- The principal at this school participates in instructional planning with teams of teachers.
 - 87% of teachers agree or strongly agree
- At this school, curriculum and instruction and learning materials are well coordinated across the different grade levels
 - 79% of teachers agree or strongly agree
- The principal at this school communicates a clear vision.
 - 97% of teachers agree or strongly agree
- At this school, there is consistency in curriculum, instruction and learning materials amongst teachers in the same grade.
 - 90% of teachers agree or strongly agree

There is work to be done around coordinating curriculum across grade levels and with continued work of the cross grade teams, we endeavor to address this.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Coherency Team Member to continue to be and an additional responsibility that teachers take on.</p> <ul style="list-style-type: none"> • Monthly meetings with representatives from each grade level • Monthly monitoring of the School Action Plan/CEP <p>Advisory for Administration around school issues (aligned with the SLT)</p>	<p>All teachers PK-5</p>	<p>September, 2015 - June 2016</p>	<p>Administration</p>
<p>Professional Development around “teacher leadership” provided for Coherency Team Members</p>	<p>Coherency Team</p>	<p>September, 2015 - June 2016</p>	<p>Administration, Outside professional Development</p>

Structure of “distributive leadership” shared with parents at PA meeting. Coherency Team members will be asked to present alongside Administration.	Parents	October, 2015 - June 2016	Parents Administration Coherency Team
Teachers, Coherency and others, encouraged to take leadership roles in presenting at PA meetings	Parents Teachers	October, 2015 - June 2016	Parents Administration Coherency Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PA dedicated funding to support outside consultancy for leadership work. Schedule developed to appropriate time for meeting with Coherency Team and for professional development.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress to be monitored by Coherency Team and Administration, as well as the Professional Development Committee once in October and one in April. Mid-year monitoring of the staff around Professional Development and needs to be conducted (December/January).
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

This goal was identified by the SLT CEP Goal Committee because “communication” continues to be of paramount importance to the families in this community and is an integral to the partnership between home and school. The feedback on the NYC School Survey consistently reflects a score which the team feels can and should be improved upon. It was the only area on the NYC School Survey which was between “average” and “above average”, with a 90% positive response rate. In the “Learning Environment Survey” our school consistently receives family feedback that ranks higher than the city average, and we continue to strive for growth. Overall, families reported 93% satisfaction in the “Instructional Core,” 91% satisfaction in “Systems for Improvement,” and 95% satisfaction in “School Culture.” We are proud of these are commendable scores. The School Leadership Team (SLT) also conducts their own SLT Parent Survey which has been able to target specific areas inform the team on specific questions which inform decisions. The topic of communication has been added to the survey is due to the new designated “family engagement” time outlined by the Department of Education. The SLT Parent Survey (2012-2013), 60% of the parents felt the amount and depth of communication was just right. The SLT Parent Survey (2014-2015) showed that 86% of families were “very satisfied” or “moderately satisfied” with the communication. We are proud of this, however we would like to see the % of “very satisfied” increase from 50%. However, the comments show that parents are looking for more direct communication and opportunities to be involved in their student’s education. Analysis identified a specific area that could use attention. The team identified the question: “How often during the school year have you: been invited to an event at your child’s school (workshop, program, performance, etc.)?” as an area that warrants attention. To this question, only 81% of parents reported that they had been invited in “three or more times.” While still, appreciably positive feedback, the members of the SLT felt the data was incongruous with what was genuinely happening in our school. All members agreed that there were myriad opportunities for parents to connect, participate, and extend learning at PS9.

The rationale for creating this goal is multi-layered. Most importantly was, we ensure that families understand PS 9 is invested in creating a supportive home-school partnership built to guide each child’s unique journey towards career and college readiness. Activities aligned in this goal are designed to support this communication.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

On the 2015-2016 School Leadership Team survey, the percentage of families reporting to be “very satisfied” with communication will add 2-4% from 86%.

Mid-Year Monitoring:

Survey was conducted at PA meeting with approximately 50 respondents. Results indicate that 96% of families are satisfied or moderately satisfied with the communication from the teacher and 100% are satisfied or moderately satisfied with the communication from the school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development and collaboration meetings to implement programs to support “communication” such as;</p> <ul style="list-style-type: none"> • “Focus Child” • “Happenings” section on the PS9.org website • Grade level communications - Monthly Newsletters as a grade wide blast. <p>Professional Development/reference materials provided to staff around parent communication</p>	<p>All teachers PK-5</p>	<p>October, 2015 - June 2016</p>	<p>Administration, Professional Development Committee, Coherency Team, Parent Communication committee</p>
<p>Tuesday “Parent Engagement Time” would also include a rotating grade teacher representative to communicate with class parent’s on “happenings” of the week which will therefore be emailed in a grade level blast.</p>	<p>All teachers PK-5</p>	<p>October, 2015 - June 2016</p>	<p>Administration, Professional Development Committee, Coherency Team</p>
<p>Happenings recap included on the PS9.org website - updated weekly.</p>	<p>All teachers PK-5</p>	<p>October, 2015 - June 2016</p>	<p>Administration, Professional Development Committee, Coherency Team</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time allocated in during family engagement time and schedule to be determined by grade level team and monitored by coherency team.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress to be monitored by Coherency Team and Administration, the School Leadership Team as well as the Professional Development Committee. Once in January and March. SLT members will be asked to obtain feedback from their constituencies in December/January about school and classroom communication. This information will be shared at the January SLT meeting. Additionally, there will be and SLT Survey which will provide additional feedback around communication. Coherency Team members will also be responsible for surveying their teams around communication with families. This information will be shared and next steps set at the January Coherency Team meeting.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<p>PS 9 is committed to a balanced CCLS literacy program that supports small group strategic learning in the classroom. In order to provide entry points and scaffolded supports for all students, the school has provided each classroom with the Fountas and Pinnell Assessment Kit, “The Rigby Strategic Toolkit” for comprehension and fluency, leveled libraries and a supplemental – leveled lending library and training in multi-sensory literacy practices from the Orton-Gillingham Multi-sensory literacy practices from the Orton-Gillingham Multi-sensory Institute (OG).</p> <p>· All special education, literacy and all K through grade two classes have teachers that have been certified in the OG practice. Upper grade teachers received training</p>	<p>Small group/ balanced literacy program which includes small group, strategic and guided reading and writing groups.</p>	<p>Small group</p>	<p>During the School Day</p> <p>During the School Day</p> <p>Before and after School</p>

	<p>from a consultant. The primary focus of these intervention groups is in fluency and in reading comprehension with a sub-focus on phonemic awareness and writing.</p> <ul style="list-style-type: none"> · We have provided before and after school sessions for guided reading for ELL's (grades 1-5) through Title III funding. Slots remaining in the are offered to students at-risk for receiving a level 1. We have been able to accommodate this category of students. We will also offer ELA state test sessions for grades three through five in a Saturday Academy. 			
<p>Mathematics</p>	<ul style="list-style-type: none"> · PS 9 is committed to an enriched CCLS program. Classroom teachers utilize small strategic groups to support the specific needs of students. Assessments are kept for each unit which provides clear indication as to what individual students or groups of students need continued support with. We have purchased, "Number Talks Math and Computation Strategies" by Sherry Parrish and the "fundamentals" series by James Burnett and Brian Tickle to support 	<p>Whole Class "Number Talks" to supplement and support the building of mathematical language and thinking.</p> <p>Strategic and guided reading and writing as part of Balanced Literacy Program</p>	<ul style="list-style-type: none"> · School Day for strategic math groups · Saturday Academy occurs on four Saturdays in the 	<ul style="list-style-type: none"> · School Day for strategic math groups and "number talks":. · RTI support groups during the school day · Saturday Academy occurs on four Saturdays in the months of March and April.

	<p>teachers in their work. This supports children with building math language through mental math challenges and conversations about open ended math problems.</p> <ul style="list-style-type: none"> · “Exemplars” are completed across the grade levels and these are graded and analyzed in grade level RTI/Inquiry teams. Teachers analyze these and identify areas of remediation for individuals, groups or the whole class. · Saturday Academy for state testing is available to students at risk. Small strategic groups and support in the language of the math test genre are addressed. 		<p>months of March and April.</p>	
<p>Science</p>	<p>Each grade level works as a team to maintain coherent science instruction across the grade levels. Science is taught when the assistant is present, so that during a science lesson there is a better student – teacher ratio. We are committed to the constructivist approach to science education and have allocated a “science” closet this year so that classroom teachers have access to all of the materials that they need. We</p>	<ul style="list-style-type: none"> · Whole class and small groups are conducted in classroom to support the investigations of scientific questions as designated by the grade level standards. 	<ul style="list-style-type: none"> · Whole class and small groups during the school day 	<p>During the school day</p>

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

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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.).

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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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. **[School name]**, 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. **[School name]** 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, School Quality 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

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>Sarah Anderson 03M009</u>	DBN: <u>03M009</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>17</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u> </u>

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: Begin description here: Title III 2014-15, 15-16 Language Instruction Program

In order to enhance existing language instruction under CRPart 154 and academic content instruction for ELLs at P. S. 9 while meeting state academic standards, our Title III English language direct instruction supplemental Title III 2014-15, 15-16 program will be used to support language development, English language instruction and academic achievement in literacy. The program will focus on literacy with an emphasis on the direct teaching of cognitive thinking strategies. Reciprocal Teaching used to scaffolding discussion will give our ELLs an opportunity to practice the four strategies that good readers use to comprehend: predicting, questioning, clarifying and summarizing. (Palinscar& Brown, 1984)

The rationale for the selection of this focus came from analyzing the data patterns across ESL proficiency levels and scores of the NYSESLAT from 2013-14 and NYSITELL the from Fall 2014. Most of our ELLs scored at an advanced proficiency level. They scored the highest, either at proficiency level or at an advanced level, in the listening modality of the test. However, perhaps because of the change in the type of question in the speaking modality, many students did not score as high as they did before in the speaking. The thinking is that there is a need to provide more opportunities for ELLs to use their academic language to discuss content area information. Most of the 2nd to the 5th grade scored proficient or near proficient in reading while some students still need help in writing. Grade 1 needs assistance in both reading and writing. In addition, we have three new students who are new arrivals to the US and are at beginning proficiency level in all four modalities. Therefore, as decided in our Language Allocation Policy, instruction will continue to focus on developing the academic language skills of our ELLs, their Cognitive Academic Language Proficiency, with the explicit teaching of comprehension strategies in the speaking, reading and writing modalities.

Schedule and Duration:

Title III 2014-14, 14-15 Literacy Program for Grade 1-5. the groups will have the option to meet mornings from 7:45 a.m. to 8:30 a.m. or afternoons from 3:30 p.m. to 4:15 p.m. two times a week for 6 weeks for two sessions. This fits in with the school schedule which begins at 8:35 a.m. and ends at 2:50 p.m.

Subgroups and grade levels of students to be served

The projected amount of total students will be 35 with approximately 4-5 per group ranging from first to fifth grade. This group includes our current ELLs and former ELLs. One of our targeted subgroups is the 7 ELLs that receive special education services as per their IEPs. Another targeted group is our ELL students in need of extention of services. In addition, we have three newcomers who are in need of additional opportunities for using English in all four modalities.

and types of certified teachers

There will be 1 ESL licensed teacher and 4 ESL trained teachers each for the morning and afternoon Literacy sessions. The Title III teachers will work in small groups and the ESL teacher will rotate in the a.m. and p.m. sessions with the Title III teachers. Our Title III 2014-15, 15-16 program will follow a collabortative team teaching model. This way the students will receive content from the experts along with the ESL teacher implementing the previously planned strategies to make the content comprehensible to the students. The ESL trained teachers will receive pre program training in ESL strategies given by the licensed ESL teacher. In addition, all of the teachers participating in the program have received Jose P training which means they have received the mandated 7 1/2 hours of ESL

Part B: Direct Instruction Supplemental Program Information

training that is required by the NYC Board of Education.

Types of materials

The small intensive reading group instruction sessions will identify specific reading strategies needed by ELLs and directly teach the strategies using non-fiction guided reading. Because of their success, The Comprehension Toolkit and the Primary Comprehension Tool Kit (Harvey and Goodvis) will be used again this year to increase comprehension skills by focusing on the following strategies: Monitoring comprehension, activating and connecting to background knowledge, asking questions, inferring meaning, determining importance and summarizing and synthesizing information. Students will be exposed to the explicit instructional approaches to teaching comprehension such as think alouds, interactive read alouds, guided discussion and anchor lessons and anchor charts. These approaches will scaffold the ELLs' and former ELLs' instruction to allow our them to use their English language skills while monitoring their own comprehension.

We will once again keep track of the improvement of each student's progress by using pre and post test scores from Fontas and Pinell Reading Program as well as teacher observations as well group generated cognitive thinking strategy worksheet.

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: Part C Professional Development

I. Title III 2014-15, 15-16 Literacy Program:

Rationale

Our Title III 2014-15, 15-16 professional development program is designed to enhance the Title III Literacy program 2014-15, 15,16 teachers' abilities to understand ESL instructional strategies for teaching literacy and monitoring comprehension of English Language Learners.

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

II. Professional Study Group to Design Coherent Instruction for ELLs

Topics to be covered

A second study group would be formed to look at several new resources from the New York City Board of Education for Educators of ELLs. Engage NY has new resource guides for literacy – "Scaffolding Instruction for English Language Learners: Resource Guides for ELA and Mathematics". In addition, The resources from the Office of English Language Learners and Stanford University on Language Literacy and Learning provide valuable information for the teachers of ELLs.

Title III Teachers in the study group

The group would be made up of the a licenced ESL teacher, Mrs. Charlotte Murray, Joanna Freedman,

Part C: Professional Development

Coach, and teachers who have ELLs in their classroom. Our goal would be to add to/enhance our current coherent instructional design by increased understanding of the needs of ELLs and responding to those needs by using differentiated scaffolded instruction

Schedule and duration

Eight teachers would meet for 2 sessions one hour and a half each session to develop a booklet on scaffolding instruction and increasing vocabulary for English Language Learners

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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: “Reading and Thinking” Parent Workshops

Schedule and Duration

Name of Provider

In addition to the mandated orientation sessions and the CR Part 154 workshops, there will be two more 45 minute workshops for the parents of English Language Learners given by Mrs. Charlotte Murray, licensed ESL teacher, and Ms. Rita Yoskowitz, Parent Coordinator. One meeting will be held in February the second meeting will depend on parent responses to a questionnaire determining time and availability.

Rationale

The Title III Program will allow us to provide our ELL parents with suggestions as to how to help their children become more thoughtful readers as part of our 2014-15 LAP focus on reading comprehension.

Topics to be Covered

Parents will engage in “Book talk” themselves as they are shown how to talk about books with their children. Suggestions will be given as to how they can help their children monitor their own comprehension. Non-fiction books will be used by the workshop participants to practice reading strategies. Parents who attend the workshop will receive 2 non-fiction books to share with their children and practice the strategies outlined at the workshops.

How parents will be notified

Parents will be notified about these activities through flyers sent home in the “red folders” of their children as well as reminder flyers that will be sent out before each workshop in the parent's language of choice. The Parent Coordinator will remind the parents as well. Translations will be available as per parent request.

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<p><u>\$6300</u></p>	<p><u>Extended Day Program in literacy</u> <u>81 hours of per session for 1 ESL+ 8 teachers to support ELLs</u> <u>81 hours x \$50 (current teacher per session rate with fringes) =</u> <u>\$4,050</u> <u>(9 teachers x 45 min. x 12 sessions =</u> <u>4860 min. or 81 hours</u> <u>I. Professional Study Group for Title III</u> <u>1 planning session - 1.5 hrs. each</u> <u>2 x 1.5 = 3 hrs. ESL teacher, coach</u> <u>2 teachers for 1.5 hours</u> <u>@ \$50 = \$150</u> <u>1 study session - 1.5 hours</u> <u>8 teachers, ESL teacher, Coach for</u> <u>Study Group</u> <u>10 teachers for 1.5 hours</u> <u>@50 = \$750</u> <u>II. Professional Study Group for</u> <u>Designing Coherent Differentiated</u> <u>Instruction for ELLs</u> <u>8 teachers for 2 study sessions @ 1.5</u> <u>hours each = \$1200</u> <u>1 planning session - 1.5 hours</u> <u>for coach and ESL</u> <u>teacher, coach</u> <u>2 teachers for 1.5 hours</u> <u>@\$50 = \$150</u> <u>\$6300</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p><u>\$4900</u></p>	<p><u>Extended School Enrichment Program for Professional Development workshops:</u> <u>Rigby Guided Reading Books</u> <u>Comprehensive Toolkits by Harvey and Goodvis</u> <u>\$3780</u> <u>Parent professional development nonfiction books for lesson modeling for parents attending workshops.</u> <u>\$1120.</u></p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	<u>\$11200.</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 3	Borough Manhattan	School Number 009
School Name Sarah Anderson		

B. Language Allocation Policy Team Composition

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

Principal Kate Witzke	Assistant Principal Joanna Freedman
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Elisabeth Austin-Page	School Counselor Marie-Laure Rottman
Teacher/Subject Area N/A	Parent Adriana Zingone
Teacher/Subject Area N/A	Parent Coordinator Rita Yoskowitz
Related-Service Provider N/A	Borough Field Support Center Staff Member Maria Broughton
Superintendent Ilene Altschul	Other (Name and Title) Lorraine Penso, Secretary

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	603	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	15	0	1	2	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>N/A</u>	Number of students who speak three or more languages: <u>N/A</u>
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Freestanding English as a New 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	4	1	1	1	1	0	0	0	0	0	0	0	0	0
Chinese	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Russian	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 5	3	2	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	2	0	1	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	5	4	1	1	1	0	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	1	2	1	6	7	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	2	1	6	7	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	3	0	0
4	3	3	1	0	0
5					0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	0	2	0	1	0	2	0	0
4	1	0	2	0	4	0	0	0	0
5		0		0		0		0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	3	0	4	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>N/A</u>	0	0	0	0
Other <u>N/A</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool P.S. 9 uses to assess the early literacy skills of our ELLs is Fountas and Pinnell. According to Fountas and Pinnell, "Continual observations of what students do as readers and writers provide the best evidence of learning." This tool provides an ongoing ability to adjust groupings depending on the needs of our ELLs. It allows for the direct teaching of specific strategies to those students who show a need for them. In addition, teachers at P.S. 9 have received training in the Orton-Gillingham approach, which relies on directly teaching the fundamental structure of language. Reciprocal teaching strategies are an example of a multi-sensory Orton-Gillingham practice. The lessons are presented using their visual, auditory, and kinesthetic learning pathways. This multi-sensory approach benefits all learners. Additionally, our teachers utilize "Talk Moves" to support work with questioning and discussion. We also use baseline assessments to inform our instruction in math (Exemplars and teacher-made assessments) and writing (teacher-made tasks called quick writes). We are also using The Six Traits of Writing in the Primary Classroom by Vicki Sandell to drive our writing instruction and rubrics around ideas, organization, voice, word choice, and sentence fluency. All of this data allows teachers to group ELLs and other target groups for focused instruction including guided reading, guided writing, and skill-based groups in all subject areas (reading, writing, math, science, and social studies).
 The data indicates that our general education ELL students are approaching grade-level in reading, writing, and math. For example, the four current ELLs in grade one are within one Fountas and Pinnell level of the Common Core aligned November benchmark of level F/G. In word study, the nine current ELLs in kindergarten are all able to identify six or more letters and their corresponding sounds; they are showing retention of what has been taught so far this year. The data on our IEP students demonstrates that they are in need of continued targeted and small group support in all areas. The ENL teacher and special education teacher meet periodically to discuss the goals for our IEP students. With continued ENL support and collaborative planning, all of our ELL students are expected to make progress on the NYSESLAT
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

In analyzing the data patterns across proficiency levels on the NYSITELL from 2015-2016 and the NYSESLAT from 2014-2015, most of our students scored either at the expanding or commanding level of proficiency. Most of our students, 27 out of 34, have been in the U.S. receiving ELL services since kindergarten and are relatively strong in BICS. Therefore, our instruction will continue to focus on developing the academic language skills of our ELLs, their Cognitive Academic Language Proficiency (CALP), with instruction focusing on explicit teaching of strategies in reading and writing modalities. We have two beginning level proficiency students, both in kindergarten. All ELLs will continue to receive ENL instruction with a focus on the four modalities especially with attention to grammar and academic language used for content areas.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

1: To improve the reading comprehension of all our ELLs, these students will be explicitly taught to use such metacognitive strategies as visualizing or retrieving prior knowledge. Students from grades K-1 will benefit from shared reading scaffolding the efforts of emergent readers. With good results from last year, guided reading as a focus in the push-in/pull-out program will meet the special needs of the ELLs in the lower and upper grades.

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

Our school uses its Annual Measurable Achievement Objectives (AMAO) to help make data driven decisions. For example, by identifying risk factors that have been shown to lead to lower academic achievement, our school can be alerted to students who exhibit these factors and teachers can plan targeted interventions for at-risk populations before they reach more critical levels. In addition, we can identify instructional practices that made a difference in previous students who were in an at-risk category and continue to implement these consistently. Risk factors include having been a hold over, poor attendance, no progress on NYSESLAT or scoring a 1 or 2 on the ELA and/or math exams in grades 3-5.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Analysis of specific question types from both the ELA and the new questions on the NYSESLAT involving higher level thinking skills, especially inference questions, are being explored to provide practice using scaffolding strategies when necessary. The focus for math instruction will be continued practice in explaining the mathematical procedures or operations used in order to further develop the academic language of mathematics. In cases where students need help with math reasoning and modeling, there will be more opportunities for construction of tables and graphs to display data as well as continued modeling by the teacher of his/her thought processes. In addition, students are using "Number Talks" and "Talk Moves" to increase their higher level thinking speaking/listening abilities. All the students who took the grade 4 science test scored at a level 3 or 4. P.S. 9 does not currently have a dual language or bilingual program, so there is no testing date to compare against in the home language.

b. School leadership, classroom teachers, and the ENL teacher are using the results of the ELL periodic assessment to measure growth in all four modalities. This information along with Fountas and Pinnell reading levels, on demand writing tasks, and culminating tasks all serve to give a complete picture of the proficiencies of our ELLs so that targeted instruction can be developed. In addition, these assessments can provide information as to how the students are as test takers. This will help teachers identify strategies that can be taught to increase test performance.

c. Collaboration between the ENL teacher and classroom teachers, especially around the ELL periodic assessments, can highlight the modality or modalities the ELL students needs additional support in as well as provide meaningful information to drive instruction. It can also provide information about how the ELLs fare with the type of questions including the new items on the NYSESLAT. We can then make the students comfortable and successful with this new format on the NYSESLAT test.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Data measured periodically on assessments can provide information for intensive targeted instruction to match the learning needs of RTI students. An analysis of data from the NYSESLAT as well as from the periodic NYSESLAT assessment in the upper grades, running records and unit tests in the lower grades along with student work and rubrics are used at PS 9 to guide instruction for ELLs within the RTI framework. ELLs who are at-risk for academic difficulties will be provided with early intervention steps to address their difficulties. The PS 9 staff meets to collaboratively analyze data collection, monitors ongoing progress, and shares this knowledge of student performance with teachers, students, and parents. This method allows us to provide targeted instruction to match the learning needs of the ELL students at risk. Meeting collaboratively by grade allows the classroom teachers and the ENL teacher to monitor how effective the instruction has been with the individual student.
6. How do you make sure that a student's new language development is considered in instructional decisions? The ENL teacher can use her expertise on new language development when sharing data and making instructional decisions. The ENL teacher can examine the ELL's background and share information about their proficiency in their first language as well as their second language based on information shared at the initial parent interview and/or Spanish LAB. In addition, where needed, she can provide an education history and information that may be pertinent about culture. By sharing this information about the child's background, the classroom teacher(s) can link Common Core instruction to the student's background and daily life. In addition, the ENL teacher can clarify language acquisition needs. In the case where the RTI is trying to assess if a child's difficulties are a result of language development or is the result of a disability, the ENL teacher can provide evidence to support either situation. Next, the ENL teacher can model effective instructional strategies to use for ELLs in the mainstream classroom during professional development. When creating units that include tiering, an analysis of the ELL's second language development can be used to insure the needs of these students are being met. Additionally the ENL teacher uses the Targets of Measurement and Bilingual Progressions to guide her instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Both formal and informal data are used to evaluate the success of our program for ELLs and to make instructional decisions. An analysis of scores for the NYSESLAT for the current year and the last two years is used to determine if the students have shown continual annual growth on the AMAO. This data also indicates the modalities (listening, speaking, reading, writing) that the students are strong and/or weak in so that the planned instruction will support the students' needs. Results of the periodic NYSESLAT assessment indicate areas of need in both content as well as in test taking ability. Results from the ELA, math and science tests (including acuity and predictive assessments) indicate growth in the content areas. Fountas and Pinnell reading assessments are given on a regular basis and help to focus on the literacy levels/needs of our ELL students. Finally, informal data such as rubrics from balanced literacy projects that include the four modalities, portfolios, and folders are used for informal assessment to develop new instruction and evaluate growth. Unfortunately, our data bank (number of ELL students tested) is too small to get information from AYP reports.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The English Language Learner (ELL) Identification process includes 4 steps:
Step 1 Administration of the Home Language Identification Survey (HLIS): The HLIS includes an interview with the student and the parent to determine the student's home language. During the enrollment process, the Home Language Identification Survey (available in nine languages) is completed by a licensed pedagogue, Elisabeth Austin-Page (ENL teacher), or a qualified interpreter/translator with the student and the parent to determine the student's dominant home language. A student is considered to have a home language other than English when one question on the HLIS Part I (questions 1-4) indicates that the student uses a language other than English,

two questions on the HLIS Part I (questions 5-8) indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English. If there is a need for language assistance to talk to the parent, interpretation services are available through the DOE's Translation and Interpretation Unit. The completed HLIS is placed in the student's cumulative file and remains a part of the student's permanent record.

Step 2 Determination of NYSITELL Eligibility: if it is determined through the interview by the ENL teacher as well as the information on the HLIS that the student speaks a language other than English at home, the certified ENL teacher administers a more in-depth interview with the student and can review school work in reading, writing, and math both in English and in the home language. If school work is not available, the certified ENL teacher may use school-based assessments using appropriate age and grade materials. If the student with NYSITELL eligibility is entering school with an IEP (from the US), the determination is made by the Language Proficiency Team comprised of a school administrator, ENL teacher, special education team member and the parent or guardian. This LPT will determine whether the student should take the NYSITELL.

Step 3 Administration of the NYSITELL: the NYSITELL is given within ten school days of enrollment. Our answer documents are printed from the RLBA function in ATS. Within 5 school days of ELL determination, the parents are informed about the results of the NYSITELL and their child's ELL status using the NYCDOE standard parent notification letters (in the parent's preferred language). The following letters are sent: entitlement letter, non-entitlement letter, non-entitlement/transitional letter, and the continued entitlement letter.

Step 4: entrants whose HLIS responses indicate a home language of Spanish and who are identified as ELLs based on the NYSITELL are administered the Spanish LAB (also within the 10 day window). The tests are printed using the RSLA function in ATS.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted/inconsistent formal education are ELLs who have attended schools in the US for less than twelve months and who, upon enrollment in school, are two years or more below grade level in literacy in their home language and/or two or more years below grade level in mathematics. This can be due to inconsistent or interrupted schooling prior to their arrival in the US. We have 30 school days from the student's initial enrollment to make this determination. During the enrollment process we can look for indications that the student had an interruption or inconsistency in their formal schooling. An oral interview questionnaire is given first. For those students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish the LENS Literacy Evaluation for Newcomer SIFE will be administered. This information is then indicated in BNDC.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs from within the US must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of a school administrator, ENL teacher, a person from the school based support team, and the student's parent or guardian. A qualified interpreter or translator of the language identified by the parent or guardian will be present at each meeting. The LPT decides if the student should take the NYSITELL. Based on the evidence, the LPT makes the determination as to whether the student's disability is interfering with their ability to demonstrate proficiency in English. The principal must accept or reject this recommendation. The final decision is made by the superintendent or designee within 10 school days. If the superintendent decides the students should take the NYSITELL it must be given within 5 school calendar days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

As soon as the NYSITELL answer documents have been scanned and the scores have been interpreted, the ENL teacher sends home the entitlement/non-entitlement letters to parents in their preferred language. The ENL teacher dedicates the first five to ten days of school to assessing eligibility and assessing new students.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Within all entitlement and non-entitlement letters, there is a section explaining the parent's right to appeal the ELL status as well as how to proceed should they want to appeal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In order to ensure that parents understand all three program choices, the parents of newly enrolled ELLs at PS 9 are provided information about the programs available to them in their language of choice as determined in the initial interview. This information is presented at an Orientation Meeting immediately after NYSITELL testing. The meeting is directed by Elisabeth Austin-Page, ENL teacher, and Rita Yoskowitz, the bilingual Parent Coordinator. Translated materials including the invitations, brochures, and the videos, which explain the three program choices, are made available. If needed, translators are made available for languages other than Spanish to help parents understand these options. Parents are encouraged to complete the Parent Survey and Program Selection form at the end of the meeting if they have made their decision. In the case that a parent does not return the survey, the default placement would be the bilingual program. Since PS 9 does not have a bilingual program, the child would continue to be served via the ENL program. This meeting is held within ten days of the student's registration. During the school year, as new students enter the

school, parents of newly enrolled ELLs are invited to one-on-one meetings with the ENL teacher and the parent coordinator.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our school has, on an average, 10-12 new admissions each year. We are able to provide personal contact either at an orientation meeting or at a one-to-one meeting with the ENL teacher in conjunction with the parent coordinator. We can easily follow up with phone calls or personal contact in the language of choice if the forms are not returned. A copy of the Parent Survey and Selection Form along with the Placement Form is placed in the child's cumulative record folder and copies are held by the ENL teacher.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Every effort is made to ensure that parents complete the Parent Survey and Selection Form. Outreach attempts continue until parent contact is made and choices are finalized. While waiting for a response, the child is provided with the transitional bilingual education model if available or as a default, provided with mandated ENL services based on student's proficiency level.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined we send parents a placement letter in the parent's preferred language indicating the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is kept in the student's cumulative record. The school keeps a folder with copies of critical documents with the ENL teacher. These critical documents include the HLIS, the Parent Survey and Selection Form, the Program Placement Letter, the Entitlement Letter for newly identified ELLs, the Continued Entitlement Letter for the continuing ELLs, the Non-entitlement letter and the Language Proficiency Team NYSITELL Determination Form.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In February, a calendar is set up by the Principal, Assistant Principal and ENL teacher to plan the dates for the speaking portion of the NYSESLAT and for the three additional parts (listening, reading, and writing). Eligibility is verified via the RLER ATS report. This calendar plan is shared with the staff and the parents to insure the students will be available for the specified dates. The calendar includes a day and a half of time to give make-up tests in event of student absences.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Based on the NYSESLAT scores, those students who continue to be entitled to ELL services and those students who have scored Commanding/Proficient within the last two years (transitional support students) will receive parent notification letters no later than 10 days after the school year has begun. Elisabeth Austin-Page, ENL Teacher, is responsible for generating, distributing, and tracking these notifications. Letters will be sent in the preferred language of the parent.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in choices at PS 9 is the Freestanding ENL program. This year we had nine new ENL students. Of the two Spanish speaking students who entered during 2013-2014, all chose the Freestanding ENL program after first being presented with information in their native language about their choices for their children's education program. The program model offered at our school is currently aligned with parent requests. In 2012-2013, four parents selected Dual Language as their second choice. We will continue to look at this trend to assure the program models at our school are aligned with parent requests. Because the Parent Survey and Program Selection Forms are placed in the child's cumulative folder, this information can be used if and when the child transfers to a different school or moves up to middle school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

P.S. 9 currently provides instruction via the Freestanding English as a New Language program. These students are grouped based on their grade level, but instructional time is based on their proficiency level. All entering and emerging students receive 360 minutes of ENL instruction per week. For entering students, 180 minutes of this time is designated for stand-alone ENL instruction. For emerging students, 90 minutes of this time is designated for stand-alone ENL instruction. During stand-alone ENL time, entering and emerging students are pulled-out of their classroom to receive targeted English instruction to help provide the learning strategies to be successful in the monolingual classroom. For the remainder of this time, entering and emerging students receive integrated ENL, where the ENL teacher, who is dually certified, provides ENL or ELA instruction. Transitioning and expanding students receive 180 minutes of ENL, ELA, or other core content area instruction per week. Whenever possible, the ENL teacher pushes-in to the classroom to provide this instruction. The push-in model, where the teacher works in collaboration with the mainstream teacher(s) in a team teaching effort, is the chosen model of P.S. 9. For the purposes of scheduling and planning, P.S. 9 ELL students are grouped into one class per grade whenever possible. When there are ELLs from multiple classes on the grade, the ENL teacher, who is dually certified, pulls-out and works to support the students in meeting grade-level standards and with units from the collaborative grade curriculum maps. The program model at P.S. 9 is for the most part heterogeneous groups (mixed proficiency levels) according to grade. In cases where there is a small group of students on a contiguous grade, the student are grouped together to ensure they all receive the mandated amount of services. In addition, when there are new arrivals in contiguous grade levels, homogeneous groups of this beginning proficiency level are set up across the grades. For example, a first and second grade beginning level group would be set up to meet the needs of new arrival ELLs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

To ensure the mandated number of instructional minutes is provided according to proficiency levels, all stakeholders on the LAP team are aware of the amount of time required for each proficiency level. Scheduling is prepared and discussed with the principal and the assistant principal and posted. In order to maximize English language acquisition for ELLs, the ENL teacher and the classroom teachers work together closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs in our English as a New Language Program. By using a combination of pull-out periods and push-in instruction, all ELLs at the the beginner and emerging level students receive 360 minutes per week of instruction from the dually certified ENL teacher with a minimum of 180 minutes of standalone ENL and 180 integrated ENL/ELA. For the transitioning level, they receive 90 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area). The expanding level students receive 180 minutes of ENL/ELA or other content area instruction. Finally, the commanding students receive 90 integrated minutes of ENL/ELA or other content area instruction from the dually certified ENL teacher. These services are in conjunction with the mainstream teacher when the push-in model is used to meet the required time as regulated by the New York State CR Part 154 regulations.

3. Describe how core content is delivered in each program model. 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.

Core content is presented in English using the SIOP model to support or scaffold the content areas. Assessing prior knowledge, making graphic organizers, as well as modeling by the teacher, are just some of the strategies used to make the content more comprehensible. In addition, all of our teachers who teach the content areas have received professional development on the use of scaffolding strategies using Walqui's model which includes modeling, bridging, contextualization, schema building, and metacognition. These strategies are concerned with how students learn. In addition, the content area teachers and the ENL teacher are aware of the academic language that is involved in each area and how it is different than everyday language. Academic vocabulary instruction is taught explicitly and students are given a chance to use these words in reading and writing. Thirdly, our students are given opportunity to observe, talk about and experience how content area authors write in each content area (math, science, social studies). Lastly, multilevel source books allow for differentiation of material and provide extra support for beginning and intermediate literacy level ELLs. In order to ensure that explicit ELA instruction is delivered, the ENL teacher includes literature and content based instruction aligned with the Common Core standards. Whenever possible, the ENL teacher works to support the literacy block in the mainstream classroom.

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

At this time we do not have any test to evaluate students in their native languages other than the Spanish LAB. It might be interesting to invite a local college to come and initiate this type of evaluation.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Periodic assesment is a tool that allows us to evaluate the four modalities of English acquisition throughout the year. In addition, all teachers including the ENL teacher are involved in Danielson's Framework for Teaching which call for accountable talk where the teacher uses a series or questions or prompts (Talk Moves) to challenge students cognitively. The teacher's goal is to engage all students in discussions where all voices are heard. ELL students are evaluated in reading through Fountas and Pinnell and in writing through Common Core standards. In addition, the ENL teacher uses formative assessments daily. These assessments can be formal and informal. The teacher collects this data in a spreadsheet to ensure that progress is being made and that all four modalities of English acquisition are evaluated regularly. The ENL teacher uses to SIOP model in her lesson delivery and planning; the language objectives are monitored from day to day and week to week to ensure that all four modalities of English acquisition are incorporated into instruction and that there are regular opportunities for evaluation.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE: At this time, we do not have any SIFE students. However students with interrupted formal schooling would be assessed for their strengths and weaknesses in their native language if possible. Working as a team with the guidance counselor, the AIS team,

ENL teacher, principal, and assistant principal would allow us to make a collective plan to move these students from where they are

to the next level. Their placement in the reading/writing continuum would lead us to choose the best instruction to meet their individual needs.

b. Newcomers: PS 9 welcomed five newcomers from Spain, Dominican Republic, China and Sweden in the last 3 years. They were

taken for services with their grade level program as well as with an additional grade program in order to complete the entitled

360 minutes. This allow the ENL teacher to build skills in the lower grade level group and at the same time begin to expose the

students to curriculum standards on their grade. The work involves the four modalities, reading, writing, listening, and speaking in

order to help these newcomers meet grade-level standards as soon as possible. Math glosseries in the native language were provided for the Chinese student in grade 5.

c. Developing: We are continually monitoring the progress of all our ELLs in need of extension of service. Through meetings with the

classroom teacher, the ENL teacher, and other service providers, we can study the results of the NYSESLAT as well as ELA and

math

tests to identify the areas of need. Lessons are designed to meet the standards while there is differentiated instruction to meet student goals. When needed, intervention with extra services such as the morning program for reading and writing is employed. As

part of our RTI initiative, the staff is currently using RTI From All Sides by Mary Howard as a base to expand our program for at-

risk students. The program calls for the use of differentiated instruction, targeted intense support, and continuous monitoring to drive

instruction to ensure success.

d. Long-term ELLs: By continually monitoring the progress of all ELL students, we are aware of the needs of our students, especially

those students who have received ENL services in the school system for six years or more. We do not have any long term ELLs this

year, but if we did, we would set up regular meetings with the classroom teacher, the ENL teacher and other service providers to

identify the area(s) of need. When needed, intervention with extra services such as the Title III extension program for reading and

writing can be provided.

e. Former ELLs: By continually monitoring the progress of our ELL students, both current and former, we are aware of the transitioning needs of our students who have tested proficient on the NYSESLAT. For at least two years following the school year in

which a student is exited from ELL status, former ELLs will receive at least 90 minutes of ENL support per week. These students are

eligible for certain specified testing accommodations (extended time, separate location). In addition, these students can be invited to

the Title III after school/before school enrichment program.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months after the re-identification has been established, the principal, will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. In order to make

sure this is done within the 6-12 month range, the ENL teacher will create a calendar alert for herself and the principal. The principal will consult with the relevant staff members, the parent, and meet with the student. If the principal believes that the student

may have been adversely affected by the determination, the principal will provide additional support services to the student and

may reverse the determination. If the principal decides to reverse the ELL status, she will consult with the superintendent. Final decision notification will be in writing to the parent or guardian in his or her preferred language within 10 school days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use instructional strategies such as modeling, bridging, schema building, and metacognitive development.

Teachers are also using the Rigby Reading Strategies Toolkit, which provides reading instruction cards with a visual cue as well as

written instruction for the teacher to model and for the students to practice. In addition, the Harvey Goodvis Comprehension Toolkit

provides modeled lessons for metacognitive development: thinking while reading. Teachers of ELL-SWDs also break down the information to be taught into sections, while making use of graphic organizers so that they can comprehend the grade-level materials. In the area of mathematics, "Number Talks" has been found to meet the needs of these students. In addition, to address

the growing need to write and explain answers in mathematics, the PS 9 staff is using the Exemplar's program, Van de Walle's

Teaching Student Centered Math, Mathematics: A Way of Thinking, and Building Mathematical Thinking: Skinny Concepts by Marsha Stanton. In the Common Core aligned units for ELA and social studies, materials are provided for differentiation

Chart according to ELL proficiency.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart					
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

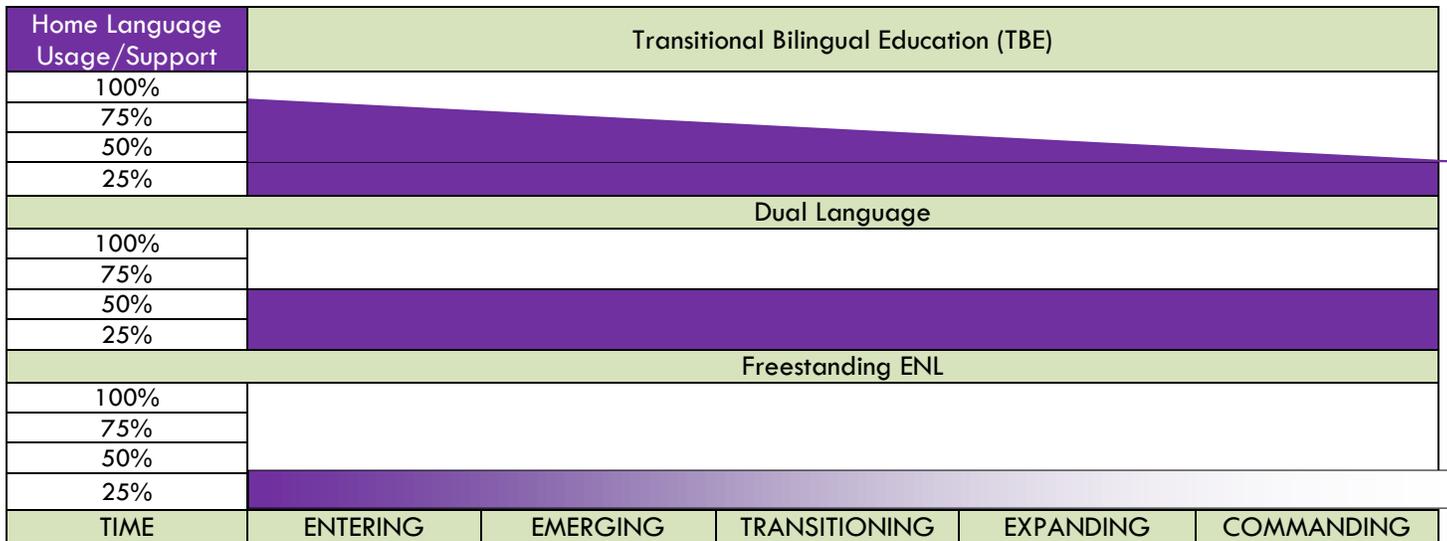


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention programs for ELLs in English are RTI and extended-day programs. The targeted area of need is identified and met through RTI for ELLs at risk of not attaining one year's value added growth. In addition to receiving strategic instruction in small groups by the classroom teacher, these students receive additional instruction from the ENL teacher either in a push-in or pull-out program. Tier 3 students along with some Tier 2 students receive additional support from a literacy specialist. In mathematics, students targeted area of need is identified and also met through RTI. In the years in which we receive Title III funding, additional reading support is available during the extended day program. Extra practice in math and literacy is available during the Spring Saturday program. We ensure provision of testing accommodations and modifications for ELLs. Science and social studies instruction is integrated with literacy (reading and writing) units and embedded in daily instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
P.S. 9's current ENL program is meeting the needs of our ELLs in both content and language development. Language development is not taught separately from content, but rather is considered a tool needed to understand and use the language involved in a specific content area. By developing an ENL curriculum that mirrors the classroom teachers' content curriculum maps on each grade, ELLs are presented with concepts as well as academic language with the ENL teacher. This mirrored instruction supports their English language development.
12. What new programs or improvements will be considered for the upcoming school year?
With the success of our students on last year's ELA tests, PS 9 will continue to promote metacognitive reading strategies. Teachers will continue to be trained in these scaffolding measures in particular with the Harvey and Goodvis Comprehension Toolkit (a program to teach strategies explicitly for reading nonfiction). We will continue to use this program with all the classes as well as the Title III Supplemental direct instruction Literacy Program and train additional staff to use this kit. PS 9 has also found success with using Building Mathematical Thinking: Skinny Concepts by Marsha Stanton. This series is excellent for providing differentiated instruction for mathematics.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
PS 9 provides a mixture of integrated and differentiated curriculum that is strongly enriched with instruction in art, music, technology, and foreign language. This rich curriculum promotes high academic achievement with a challenging content for all students. All students including ENL students are engaged in the visual arts beginning in kindergarten through grade five. The school has partnerships with several museums which are visited and incorporated into content area unit studies as well as into cluster periods. Similarly these students are participants in the arts through music. ENL students in the early grades receive instruction in ORFF methodology which is inclusive of a choral, instrumental and movement study. ENL students in grades three to five begin a study of instrumental music that starts with a recorder program and graduates to the study of a particular instrument. All classes participate in special trips in partnership with Carnegie Hall during the school year. Grade three students are immersed in a study of a particular culture through the NYC Ballet program. Children visit Lincoln Center for a presentation of the Nutcracker. Teachers receive professional development and a teacher from the NYC Ballet helps the teacher and students choreograph a culminating ballet presentation. The above arts programs are all supported through DOE budget lines or by the Irving Ceasar Music Grant that we received several years ago. Additionally, several ENL students have received scholarships through the PA to attend the private after school program that is run in our building. They receive homework help as well as a choice of activity such as sports, cooking, etc. In addition, ENL students in grades 3-5 are offered the opportunity of a program to support them in the NYS tests. When applicable, students in grades 1-5 are also offered an early morning/afternoon literacy program through Title III funding as well. The PA has provided funding for DOE teachers to give instruction in Spanish during the school day to all classes. Information about these programs are distributed in the parents' language of choice. We can use the Translation and Interpretation Unit to assist us with additional languages.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials used to support ELLs include big books, guided reading books, and chapter books in a range of ability level and genre. There are collections of mentor texts used when writing different genre as the literacy curriculum map progresses throughout the year. Materials are also chosen to meet the cultural interests of the students in our program. Books that reflect the language and culture of the ELLs at PS 9 are kept in a special section of the school library. In addition, there are books kept in the classroom that reflect the culture and background of any newcomer ELLs. In the area of technology, the computer teacher at PS 9 has planned lessons aligned with CCSS to show students including ELLs in grades 3-5 how to take notes, organize notes and outline and research information for their content areas/literacy lessons. Our most helpful technological tool is the ELMO found in every

classroom which scaffolds information and pictures instantaneously to support and scaffold instruction in all content areas.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We do not currently have a DL or TBE program. The ENL students are provided with translation guides when needed and age-appropriate. For example, a Chinese-English translation of common math terms was provided to a fifth grader last year to support his acquisition of English, by building off of the home language. The ENL teacher is bilingual in Spanish, and periodically provides home language support to entering level students as needed if non-verbal communication, realia and modified rate of speech is ineffective. The ENL teacher attempts to make overt connections to children's home languages in every lesson to aid in language acquisition.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In order to assist newly enrolled ELL students prior to the first day of school, PS 9 invites all students to tour the prospective kindergarten classes with their parents. All new students including the ELL students spend one hour in the kindergarten classroom with the current kindergarten teachers simulating what their kindergarten day will be like in September. The current kindergarten students are out of the room and involved in another activity. Parents then have an opportunity to meet and talk with one another in the auditorium. Our bilingual Parent Coordinator is able to make the Spanish speaking parents feel welcome and is able to answer their questions. When available, parents who speak other languages become a buddy parent to help the new family. In addition, the PA holds a special picnic for the families of the incoming kindergarten students as well as for the families of the current kindergarten students. Once again, the ELL students have an opportunity to meet with their new classmates as well as socialize with the other students from the PS 9 community. For students who enroll during the school year, we make every attempt to find a buddy parent for families who speak the same language as the new arrival family. Last year, a new student who speaks Mandarin was hosted at a small gathering of all the students in the school that spoke Mandarin. She was thrilled to meet these other students because there was no one on her grade level that spoke the language. A letter was sent home to the parents making them aware of the new arrival in our school thus connecting both student and parents. When possible, all information for new parents is given in the language of choice.

19. What language electives are offered to ELLs?

There is an enrichment Spanish exposure program for grades K-5. Three teachers push-in to every class twice a week and immerse students in the Spanish language through games, songs, and activities. In the upper grades, Spanish is linked to the content material.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

The P.S. 9 professional learning community conducts regular meetings around RTI with the Principal, Assistant Principal and Guidance Counselor to facilitate and guide the creation of lessons that give entry points for all students with differentiated needs (ELLs, SWDs, etc.). In addition, there are grade-level meetings weekly where teachers work as a team looking at assessments and data. This conversation and collaboration helps teachers identify needs and plan instruction to meet these needs.

The professional development plan for all personnel (including teachers, principals, and guidance counselors) that work with ELLs includes two sessions focused on Rigby. Two additional sessions are focused on the Six Traits of Writing. The information is based on the concepts in *Creating Young Writers: Using the Six Traits to Enrich the Six Traits in the Primary Classroom* by Vicki Spandel. The use of drawing and visualization is just one example of a strategy that works for ELLs to improve and develop their reading and writing skills. Two additional workshops on the SIOP model will be provided during the year. All teachers have received Orton Gilliam Training. Liz Irwin, an AUSSIE consultant, has trained teachers on Number Sense which includes math discourse or Talk Moves, where students including ELLs have an opportunity to revoice and repeat information provided in the lesson. Teachers have been working on tiering or modifying grade unit plans with modifications for ELLs as well as students with special needs. The ENL teacher meets individually with the school secretary and parent coordinator to share new resources and protocols for admission and the ENL program.

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

Session 1: *Balancing Reading and Language Learning: A Resource for teaching English Language Learners K-5* by Mary Cappellini. This time will be used to discuss Guided Reading, Shared Reading, Shared Writing and Interactive Read Alouds for ELLs in the mainstream classroom.

Sessions 2-3: This time will be focused on instructional academic language scaffolding techniques in reading and writing as outlined in *Scaffolding Language Learning Teaching Second Language Learners in the Mainstream Classroom* by Pauline Gibbons. The text will be shared and reviewed in order to support our school's focus on strategic thinking during literacy in particular with process writing. We also plan to show the Scaffolding Instruction video from the Engage NY website.

Sessions 4-5: *The Importance of Non Fiction for ELLs: Exploring The Comprehension Toolkit and The Primary Comprehension Toolkit* by Harvey and Goodvis. This time will be spent discussing important parts of the toolkit and how its strategies can support ELLs. Lastly, there will be a discussion of information from the analysis of NYSESLAT scores as well as interim test results and their instructional implications. This information will provide insights into individual ELL's strengths and weaknesses to classroom teachers and support staff.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Workshops are made available through the region and the DOE. For example, this year at the ELL Startup Meeting in September, the district staff leading the meeting shared the New Language Arts Progressions and Home Language Arts Progressions as a resource for ENL teachers. The NLAP and HLAP are aligned to 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?

Students receive support as they move from elementary to middle school through the middle school transition process which includes small groups practicing the interview process as well as meetings to determine the best match in terms of schools. Students are provided continued rigor through assessment based instruction throughout the entire school year. They are trained in identifying specific learning goals that are based on a standards-based rubric. This is a skill that will benefit them in middle school. The guidance counsellor acts as a liason between the middle schools and the parents, in particular where the parents need help with English. The guidance counselor meets periodically throughout the year with the ENL teacher, who shares new resources for families of ELLs as well as new protocols for ENL instruction.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The PS 9 professional learning community conducts regular meetings around RTI with Assistant Principal and Principal to facilitate and guide the creation of lessons that give entry points for all students with differentiated needs (ELLs, SWDs, etc.). In addition, there are grade-level meetings weekly where teachers work as a team looking at assessments and data. This conversation and collaboration helps teachers identify needs and plan instruction to meet these needs.

The professional development plan for all personnel that teach ELLs includes two sessions focused on Rigby. Two additional sessions focused on the Six Traits of Writing. The information is based on the concepts in *Creating Young Writers: Using the Six Traits to Enrich the Six Traits in the Primary Classroom* by Vicki Spandel. The use of drawing and visualization is just one example of a strategy that works for ELLs to improve and develop their reading and writing skills. Two additional workshops on the SIOP model

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

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

Session 1: Balancing Reading and Language Learning: A Resource for teaching English Language Learners K-5 by Mary Cappellini. This time will be used to discuss Guided Reading, Shared Reading, Shared Writing and Interactive Read Alouds for ELLs in the mainstream classroom.

Sessions 2-3: This time will be focused on instructional academic language scaffolding techniques in reading and writing as outlined in Scaffolding Language Learning Teaching Second Language Learners in the Mainstream Classroom by Pauline Gibbons. The text will be shared and reviewed in order to support our school's focus on strategic thinking during literacy in particular with process writing. We also plan to show the Scaffolding Instruction video from the Engage NY website.

Sessions 4-5: The Importance of Non Fiction for ELLs: Exploring The Comprehension Toolkit and The Primary Comprehension Toolkit by Harvey and Goodvis. This time will be spent discussing important parts of the toolkit and how its strategies can support ELLs.

Lastly, there will be a discussion of information from the analysis of NYSESLAT scores as well as interim test results and their instructional implications. This information will provide insights into individual ELL's strengths and weaknesses to classroom teachers and support staff.

Records of these trainings are maintained by the ENL teacher including attendance and agendas.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher will conduct regular parent meetings throughout the school year. Many of these meetings will be conducted during the Parent Engagement time on Tuesday afternoons. In addition, the ENL teacher will conduct quarterly parent meetings for the families of all ELLs to help provide information and strategies for supporting their children at home. The ENL teacher is bilingual in Spanish. As needed, the parent meetings may utilize the support of the Interpretation and Translation Unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition to the Parent Orientation Meeting discussed in Part I, there are additional meetings for parents of ELLs during the school year to present information on methods and materials used in the ELL program as well as using strategies for learning with their child. Common Core standards and assessments are discussed and suggestions are made as to how the parents can help their children at home. There is also an informational meeting held in April to explain the NYSESLAT testing. At all meetings, the ENL teacher is assisted by the Parent Coordinator who works with the ENL teacher to orient the parents to the school. Arrangements are made to ensure translators are available at all meetings when possible.

The admissions secretary gathers information as to the language the parents prefer to be contacted in. In this way, materials and notification are available in the preferred language in a timely manner. The Parent Coordinator, Rita Yoskowitz, translates important information into Spanish. Ms. Yoskowitz is continually following up with ELL parents that are hard to reach in order to provide them with information. With the goal of increased participation by ELL parents in mind, Ms. Yoskowitz attends all Parent Association meetings and is continually making new parents, and/or parents with a second language feel welcome and comfortable in our school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners informally with agencies to provide services to all students and their parents including ELLs. For example, if a parent needs or requests schooling to learn English or requests counseling for his/her child, the Parent Coordinator and/or the ENL teacher will facilitate the initial contact.

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

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

The DOE Parent Survey as well as an internal parent survey is conducted annually so that parent input is shared with the School Leadership Team. This data is used to evaluate the needs of our school and to implement changes as needed.

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

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

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

We are currently utilizing "buddy parents" for the new parents in the school who speak other languages. We ask for volunteers from various language backgrounds in our school to volunteer to be a buddy for at least two initial meetings of the PA. The buddy parent would be able to translate and make the new parent welcome to PS 9 community.

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



D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part V, Section C, Question 2: Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated.

The ENL keeps a record of all interactions with families of ELLs. This record is maintained electronically to allow for weekly updates to include parent phone calls and in-person meetings. The ENL teacher meets with the families of all new ENL students within 10 days of enrollment. A record of attendance for this and all other in-person meetings with ELL parents is maintained in the files of the ENL teacher. This year, the ENL teacher has initiated an online communication venue for ELL families, which allows for regular updates on what the students are learning as well as an option to message with the teacher. Both updates and messages can be translated depending on the parent's preference and home language including Spanish, Portuguese, French, German, and Chinese.

School Name: Sarah Anderson

School DBN: 03M009

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kate Witzke	Principal		10/30/15
Joanna Freedman	Assistant Principal		10/30/15
Rita Yoskowitz	Parent Coordinator		10/30/15
Elisabeth Austin-Page	ENL/Bilingual Teacher		10/30/15
Adriana Zingone	Parent		10/30/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marie-Laure Rottman	School Counselor		10/30/15
Ilene Altschul	Superintendent		10/30/15
Maria Broughton	Borough Field Support Center Staff Member _____		10/30/15
Lori Penso	Other <u>School Secretary</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M009** School Name: **Sarah Anderson**
Superintendent: **Ilene**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We begin to assess language preference data via the HLIS. The initial interview of parents and students is conducted by the ENL teacher during the registration process. The child's dominant home language is entered into ATS along with the parent's preferred language for oral and written communication. The ENL teacher may also share her informal observations of the family's English language proficiency with the child's teacher. In September, an Adult Preferred Language report (RAPL) is run to ensure that school staff are communicating with families in the preferred language. This data is shared with teachers at the first staff meeting via a report that the ENL teacher updates regularly with the languages that parents speak. The report is sorted by grade and class.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Written: Spanish, Chinese, Albanian, Korean, Hebrew
Oral: Spanish, French, Araucanian, Chinese, Albanian, Korean, Hebrew

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

In addition to regular DOE documents that are disseminated annually, classroom teachers send home a general overview of the curriculum in September along with monthly newsletters from September to June. Letters from school leadership go home approximately twice a month, usually before a school holiday or event (including parent-teacher conference announcements). New York State testing dates are included in both classroom teacher communication and letters from school leadership. Our non-DOE after-school program information is sent home at the beginning of each new trimester. In the event that documents cannot be translated by the school staff, we will submit translation requests to the Translation and Interpretation Unit at least two weeks prior to when they are needed for distribution.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We will have formal parent-teacher conferences on November 5, 2015 and March 3, 2016. We will have curriculum nights on September 17, 2015 and May 12, 2016. In addition to these meetings, we hold parent meetings weekly during the allotted time on Tuesday afternoons (2:50-4:05). The ENL teacher will host an orientation on September 28, 2015 for new ELL families in addition to three information sessions, which are held in November, March, and June. The guidance counselor will conduct a middle school information session for fifth grade parents on September 28, 2015. The Parent Association meets monthly. In anticipation of all of these events, we assess the language needs of the target group and will contact an interpretation vendor in a timely manner if necessary.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We utilize all of the available translated documents that the DOE provides (school holidays, parent-teacher conferences, etc.). In order to meet the school's needs beyond this, the ENL teacher shares the information from the RAPL at the first staff meeting. In addition, she shares the language translation needs of the school and solicits the names of all staff members who speak languages other than English. This list is updated annually and is utilized when a translation need arises. Should we have no staff available to assist with our translation needs, we will contact the DOE Translation and Interpretation Unit or solicit an outside vendor in a timely manner to ensure that translations are distributed at the same time

as English documents. If all of the previously mentioned services are unavailable, a cover letter will be provided in one of the nine covered languages indicating how a parent can request free translation of interpretation of the document.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At the first staff meeting, the ENL teacher shares the information from the RAPL. In addition, she shares the language interpretation needs of the school and solicits the names of all staff members who speak languages other than English. This list is updated annually and is utilized when an interpretation need arises. Should we have no staff available to assist with our interpretation needs, we will contact the DOE Translation and Interpretation Unit or solicit an outside vendor in a timely manner to ensure that interpreters are available.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the first staff meeting, the ENL teacher shares the Translation and Interpretation Brochure and reviews Chancellor's Regulation A-663. A list of all families who have designated a language other than English as their preferred language is emailed to the staff and a copy of the RAPL is maintained and accessible to staff members in the ENL teacher's room. This report is updated regularly and shared with the staff when changes are made. Depending on the current language needs of the parent body, the school may hold a professional development exclusively on translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will provide each parent whose primary language is a covered language with a copy of the Bill of Parent Rights and Responsibilities. We will post a sign in the covered languages indicating the availability of interpretation services when they become available on the DOE website. Additionally, we will access all of the notification documents via the Language Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will evaluate the parent survey annually to gather feedback from parents on the quality and availability of language translation and interpretation services.