



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

10X009

School Name:

P.S. 9 RYER AVENUE ELEMENTARY SCHOOL

Principal:

JACQUELINE BAILEY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

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

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Rm. 836, Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
JRUIZ2@schools.nyc.gov
Director's Email Address:
Phone Number: 718-828-7776 Fax: 718-828-3113

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Jacqueline Bailey	*Principal or Designee	
Carmen Perez	*UFT Chapter Leader or Designee	
Marisol Colberg	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Esperanza Medina	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lucy Vigilant	Member/ Teacher/Chairperson	
Anthony Muia	Member/ Teacher	
Mary Weatherwax	Member/ Teacher	
Claudia Rerrie	Member/ Teacher	
Olga Torres	Member/ Parent	
Evelyn Rivera	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kendria Hay Anglin	Member/ Parent	
Fatou Mbye	Member/Pa Co-President-Parent	
N/A		
N/A	Member/	
N/A	Member/	
N/A	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

Our mission statement at PS 9 is to create technologically literate, socially responsible citizens with the necessary skills to succeed in middle school in every content area. We endeavor to create a nurturing, safe environment where young minds are opened to embrace new challenges. This mission Along with the Framework for Great Schools served as the central and focal point in creating this plan; the goals, strategies and actions within the plan. The entire PS 9 learning community believes that every student can succeed, become a lifelong learner and will be career and college ready. We promote a culture of mutual respect and learning. It is a safe, nurturing and welcoming place where learning is a priority.

In accordance with the Strong-Family Community Ties element in The Framework for Great Schools, we continue to foster our existing partnerships with local community agencies and continue to collaborate with initiatives. These connections help support our mission statement and help create the conditions that lead to student success. Working with Sports and Arts in Schools Foundation (SASF) for the past three years has allowed us establish a relationship that allows us to continue to provide additional learning time to our students in grades K-5, through an expanded free afterschool program. SASF supports our students both academically and socially while helping them improve their self-confidence, health and wellness. Additionally, we also partner with Learning through Expanded Arts (LeAp), which has helped bring professional artists to enhance the core curriculum by fostering creativity and stimulating students' curiosity. To cultivate socially responsible students we continue to participate in charitable activities such as Penny Harvest, food can drives, and Grandma Carmelita, a program where our students visit the elderly in a nearby nursing home. Our Pre-K students participate in activities and trips that help them become compassionate human beings, as they learn to care for others.

PS 9 is comprised of 32% English Language Learners and 18% Students with Disabilities. From the 171 students with IEPs, 33% (57 students) are also English Language Learners. Our challenge is to provide supports for both special education and English as a New Language needs for these students. We plan to provide these supports through integrated, focused and specific interventions both in and out of class. Our students with disabilities struggle academically, specifically with processing information and memory retrieval, which affects their comprehension and their ability to apply any new learning across contexts. Through the use of RTI, we plan to provide more early intervention and instructional supports that will prevent any inappropriate referrals. In addition, many of our English Language Learners have acquired sufficient conversational English skills; however they are still lacking academic language skills. This lack of proficiency in academic language is limiting their comprehension, writing and expression skills.

The area where we have made the most progress at PS 9 aligns with the Collaborative Teachers element from the Framework for Great Schools. It was identified as an area of celebration in the 2014-2015 QR report, the report states "leadership structures are in place providing teachers with the forum to make curricular and instructional decisions." We have created various teams that meet with a specific focus to support students, such as the curriculum team which meets regularly to adapt the curriculum and adjust the pacing calendars in order to meet the needs of all learners. We have also focused our efforts on building school capacity by actively involving grade leaders to facilitate professional learning, analysis of assessments and guiding teacher teams in aligning curriculum and instruction to assessment results. These vertical grade teams help support our goal to provide data-driven instruction that promotes success for all students. Furthermore, A team of teacher leaders has been accepted into the 2015-16 Teacher Leadership Program (TLP). These teacher leaders will work closely with school administrators to help develop their leadership skills. The teachers will also lead school teams with inquiry work.

In order to meet the varying needs of all our learners and improve student achievement, we will continue to focus on the element of Rigorous Instruction from the Framework for Great Schools. Based on the Measures of Teacher Practice (MOTP) ratings from the Advance teacher development and evaluation system, teachers need to improve their practice in Domain 3, Instruction; specifically component 3b, Using Questioning and Discussion Techniques. The schoolwide instructional focus will be to improve the quality of questioning and class discussions to increase higher order thinking skills that will lead to student achievement and gains. We continue to face the challenge of increasing student achievement in the New York State standardized exams. 12% of our students were proficient in the 2015 ELA state exam, whereas 20% of our students were proficient in the 2015 Math state exam. However, we were able to see some growth in student performance on the 2015 NYSESLAT exam, 16% of our students attained a Commanding proficiency level, up 9% from the 2014 exam. We will continue to support teachers with improving their practice through the use of professional learning cycles that will support improvement in teaching and learning at PS 9.

10X009 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	871	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	88.3%	% Attendance Rate		89.1%
% Free Lunch	85.3%	% Reduced Lunch		0.2%
% Limited English Proficient	30.1%	% Students with Disabilities		17.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		16.3%
% Hispanic or Latino	80.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.15	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		19.4%
Science Performance at levels 3 & 4 (4th Grade)	74.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>With reference to HEDI Rating 3.5 designated as Developing, we need to improve our systems in the way we use both formative and summative assessments. As found on page 5 of the 2014-2015 QR report we are working on using common assessments to adapt instruction and the curriculum :</p> <p>“Results from common assessments are used to monitor student progress toward standards and inform adjustments to teaching practices that promote student achievement. “</p> <p>However, based on the analysis of the Measures of Teacher Practice (MOTP) ratings from the Advance teacher development and evaluation system, the average rating for component 3D, Using Assessment in Instruction, was 2.82. This demonstrates an area of need for our school, where teachers need to improve their instructional practices in the way they monitor student learning.</p> <p>Last year we started working on this issue by creating protocols and systems to analyze student work and systems to analyze student work. We still need to continue developing the capacity of the teacher teams in analyzing student work through the use of school-wide protocols to be able to make the necessary adjustments to both the curriculum and pedagogy based on student data. It is also necessary to support the entire faculty in implementing it in their instruction. To address this need, we will continue to provide targeted professional learning opportunities that will help support this</p>		

goal. We will focus on ways we can adapt the curriculum to provide the needed supports for English Language Learners and Student With Disabilities to succeed.

Rigorous instruction is an area we have focused our attention on by having a curriculum team in place and working with consultants to look at the New York common Core Learning Standards and the adopted citywide curricula (ReadyGen, and GoMath), to make the necessary adjustments to increase the level of rigor while meeting the needs of our students. We use a variety of assessments and teacher teams meet to analyze student work and assessments and make recommendations for adjustments to the curriculum in order to meet the learning gaps.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, 100% of teachers will use systems created and implemented by school leaders to analyze student work. The staff developer and grade team leaders will use the results to make adjustments to the curriculum and instructional practice. As a result student learning will improve and there will be a 5% increase in students' performance in both ELA and Mathematics as measured by the New York state exams.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Continue to refine both ELA and Math units of study scope and sequence to provide multiple entry points for English language learners and students with disabilities, and to improve the alignment of assessments with the units of study.</p>	<p>All classroom teachers, cluster teachers, supporting staff</p> <p>English Language Learners, Students with Disabilities</p>	<p>Aug 2015-Jun 2016</p>	<p>Curriculum team, vertical grade leaders teams, staff developer, literacy and math consultants</p>
<p>School leaders will monitor the progress and implementation of this action plan by:</p>	<p>All classroom teachers, cluster teachers, supporting staff</p>	<p>Sept. 2015-Jun 2016</p>	<p>Curriculum team, vertical grade leaders team, staff developer, literacy and math consultants</p>

<ol style="list-style-type: none"> 1. Using cycles of observation and feedback 2. Engaging grade teams through learning walks to look for the use of specific instructional strategies 3. Cycle of Inquiry Work with a focus on student achievement <p>The weekly review of Student Analysis action plans</p>			
<p>Professional Learning opportunities delivered in various ways, in-house instructional coaches, math and literacy consultants, teacher grade leaders, curriculum specific workshops and webinars.</p> <p>Professional learning workshops in the following areas:</p> <ol style="list-style-type: none"> 1. Student work analysis protocols to adapt curriculum and instruction 2. Using assessment systems to effectively analyze assessment results and modify instructional practices to meet the needs of learners 3. Creating student friendly standards-based learning targets 4. Creating and using CCLS aligned student-friendly rubrics 	<p>All classroom teachers, cluster teachers, supporting staff Professional Learning Committee</p>	<p>Sept. 2015-Jun 2016</p>	<p>Curriculum team, vertical grade leaders team, staff developer, literacy and math consultants</p>

<p>5. Providing effective feedback by both teachers and peers</p> <p>6. Effective grouping based on student data</p> <p>A Professional Learning Committee will meet monthly to evaluate ongoing professional learning opportunities, and to make recommendations on desired support, in order to meet students' needs.</p>			
<p>Families will be supported with their understanding of Rigorous Instruction through monthly meetings with school leaders, Curriculum Nights, and monthly grade-level newsletters.</p> <ol style="list-style-type: none"> 1. Monthly Breakfast/Dinner with the Principal where they will be informed of what their students are learning 2. A Literacy and Math Curriculum Night 3. Monthly grade-level newsletters 	<p>Families, all students</p>	<p>Sept. 2015-Jun 2016</p>	<p>School Leaders, Grade Team Leaders, Staff Developer</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Title I, Title I Priority/Focus, and Tax Levy funds will be used to pay for teacher per session for the Curriculum Vertical Team: 2 per session hours x 8 vertical team members x twice a month, and for per diem substitute pay as needed.</p> <p>Title I, and Title II, Part A funds will be utilized for administrative costs, translation services of curriculum materials, and PD per session activities.</p> <ul style="list-style-type: none"> • 20 consultant days for Math Consultant to develop teachers and adjust curriculum • 20 consultant days for Literacy Consultant to develop teachers and adjust curriculum

Tax Levy, Title I, Title I Priority/Focus and Title III funds will be utilized for administrative costs, translation services of curriculum materials, and PD per session activities. 2 per session hours X 15 teachers x 2 days for afterschool workshops on using student work protocols to adapt the curriculum and instructional strategies.

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

Part 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		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

The progress, effectiveness, and impact of strengthening our current systems of analyzing and using student data to close learning gaps will be measured by the completion of teacher team reflection forms that will be used to revise curriculum maps and improve instructional practice. This will support rigorous and engaging learning opportunities for all students as evident by documented administrative formal and informal class observations. By February 2016, we will have adapted curriculum maps and pacing calendars that reflect the results of the analysis of student work by teacher teams and indicate how the needs of various learners are being addressed.

By February 2016, 100% of teachers will have participated in analyzing student work through the Cycles of Inquiry Work. They will use the results of the analysis to implement specific instructional strategies to make adjustments to their instructional practice, as a result, students will improve performance in mid-year formative assessments, in comparison to benchmark 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>With reference to HEDI Rating 5.5 designated as Developing, we need to establish effective systems that allow us to use data efficiently, to be able to respond to both social and emotional needs of our students.</p> <p>According to the 2014-15 Quality Review there is a “school-wide implementation of Positive Behavior Intervention Systems that outlines expected student behaviors”. As per the social emotional learning section in the 2014-2015 NYC Survey 83% of the respondents believe there a positive environment for learning due to effective classroom management and appropriate student behavior, however there is still 17% of the respondents who do not agree. Therefore, we need to continue making the systems we have in place more effective to address this need. We need to continue to develop our school-wide PBIS system to be able to monitor and support the students more effectively.</p> <p>One of the strengths we have in this tenet is that our students feel safe and supported at PS 9. According to the 2014-2015 NYC School Survey report, 90% of the respondents agree there is safety and order, 95% feel students with disabilities are included in all school activities. Additionally, we have established a SAVE room teacher, who has become instrumental in reducing incidents and conflicts that may occur outside of the classrooms, such as the lunchroom, play yard and hallways.</p> <p>Additionally, according to the 2014-15 Quality Review “school leaders’ communication of high expectations and the system of accountability results in instructional awareness amongst all stakeholders, thus preparing students for their</p>		

next level.” As per the social emotional learning section in the 2014-2015 NYC Survey 85% of the respondents believe there is a press toward academic achievement however 15% of the respondents do not agree with this statement.

We still need to focus on developing teacher’s knowledge and skills on ways to address the varying social and emotional health needs of our students in order to promote academic success. We also need to create better systems to collect, analyze and use data both at the school and classroom level to identify areas of need and ways we can support the students social and emotional needs.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Guidance Counselor and the SAVE Room Teacher will support the ongoing use of PBIS to reduce the number of behavioral disruptions, as measured by a 25% decrease of ORRS incidents.

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 and the Common Core 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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Provide tiered intervention as needed, on a school-wide, classroom and individual level. • School will implement PBIS Mondays, for team building activities, conflict resolution and address any class-level issues. • Teachers will have access to PBIS lessons on the school website. 	<p>All staff and students, English Language Learners, Students with Disabilities</p>	<p>Sept. 2015-June 2016</p>	<p>PBIS Team, School Counselor, SAVE Room Teacher, School leaders, all faculty and staff</p>

<ul style="list-style-type: none"> All stakeholders will be invited to create and share videos that demonstrate/model positive behaviors. We will continue to use the school-wide reward system; using Tuck Bucks, to reward positive behavior as per the school PBIS Behavior Matrix. 			
<p>Professional learning to support a school-wide understanding of the PBIS system, and students' social and emotional needs to promote academic success.</p> <p>Workshops and training for PBIS team to develop data-based strategies and interventions to share and implement school-wide. They will share best practices and Resources from such workshops with the faculty and staff.</p> <p>All stakeholders will read a segment of the book, <u>How To Talk To Kids So Kids Can Learn</u>, by Adele Faber & Elaine Mazlish. (Teachers, paraprofessionals, lunch aides, service providers, etc.).</p>	<p>All classroom teachers, cluster teachers, supporting staff</p>	<p>Sept. 2015-Dec. 2015</p>	<p>PBIS Team, School Counselor, SAVE Room Teacher, School leaders, all faculty and staff</p>
<p>PBIS is inclusive, it is a framework for evidence-based practices for all students; the goals are meant for the entire school community, and it is adaptable to meet the needs of all the different student groups.</p> <p>Classrooms will adapt PBIS lessons as needed to meet</p>	<p>All staff and students, English Language Learners, Students with Disabilities.m</p>	<p>Sept. 2015-June 2016</p>	<p>Safe Room Teacher, School leaders</p>

<p>the needs of their students. Bilingual, ENL, and Special Ed. classes may adapt the lessons for their students.</p> <p>Ongoing monitoring of at-risk students to provide individualized intervention focusing on prevention of negative behavior.</p> <p>Implement a self-monitoring system to improve student self-awareness and reflection.</p> <p>PBIS will support students with disabilities to stay engaged in learning activities, reinforce positive behavior, and minimize academic failure.</p>			
<p>Parent workshops and assemblies to provide parents with information on the school-wide PBIS system. They will become familiar with the process and practices.</p> <p>PBIS Kickoff Assembly to engage the school community on demonstrating positive behavior throughout the day, the PBIS Goals and Behavior Matrix.</p> <p>Monthly PBIS assemblies to celebrate positive behavior, and give classes the opportunity to share any PBIS related updates.</p> <p>PBIS team will include all members of the school community, including students and parents. To ensure PBIS is being implemented effectively to support student social</p>	<p>Parents, students</p>	<p>Sept. 2015-June 2016</p>	<p>PBIS Team, Safe Room Teacher</p>

emotional and academic needs.			
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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.											
Tax Levy and FSF funds will be used to pay for the Safe Room Teacher and teacher salaries. In addition, we will use Tax Levy monies and Title I 1003(a) funds for PD per session activities to support a school-wide understanding of the PBIS system, We will also use tax Levy funds for costs related to external training assistance.											
Tax Levy and Title I 1003(a) funds will be used to support teachers with the implementation of the PBIS system.											
We will use Tax Levy and Title I funds for workshops, materials, copies, and translation services as needed.											
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		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.											
By February 2016, we will analyze the data from ORRS to assess the reduction of the number of behavioral disruptions; with the support of the Guidance Counselor and the SAVE Room Teacher there will be a decrease of 10% in ORRS incidents.											
By February 2016, the PBIS team will have established a data-collection system to monitor rewards for positive behavior based on the PBIS school-wide rubric.											
By February 2016 the school will provide parents with information on the school-wide PBIS system. By May 2016, the school will provide parents and students with at least two workshops on the PBIS system.											
By February 2016 all classes will have received at least two lessons on PBIS, to reinforce positive behavior both in and out of the classroom.											
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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>With reference to HEDI Rating 4.4 designated as Developing, we need to improve questioning and discussion techniques that allow students to collaborate and learn from each other. In a class with diverse learners, we need to ensure class discussions are responsive to student’s varied experiences by ensuring all students feel comfortable and supported answering questions; without fear of being wrong or ridiculed by others. By improving instructional practices around questioning and discussions, we will be able to engage students in learning, encourage them to ask questions, and further develop their higher order thinking skills.</p> <p>Furthermore, for SOP 4.5 we designated a HEDI self-rating of Developing. We feel we need to foster a learning environment where students are more active participants in their own learning process. By asking students thought-provoking questions we believe we will encourage students to think and contribute to class discussions. Providing students with the opportunity to make valuable contributions will also help students collaborate and learn from each other. Students are also expected to work with task-specific rubrics and to lead the activities that will lead to student learning. This will encourage autonomy, a higher level of engagement and help students’ develop their metacognitive skills.</p> <p>According to the 2014-15 Quality Review, we received a proficient rating in QR indicator1.2, in the development of teacher pedagogy, however it is an area of focus. According to the QR report:</p> <p>“Supports that provide extensions for students at standard levels are not yet fully evident... and evidence of student group discussion was evident in one class.”</p>		

Additionally, based on the 2014-2015 Measurement of Teacher Performance (MOTP) data in the Advance teacher evaluation system only 69% of the teachers were rated effective for component 3b using questioning and discussion techniques.

We will continue to focus on increasing teachers' instructional strategies that will allow students to use and demonstrate higher-order thinking skills in class discussions and on the design of coherent instruction, with an emphasis on effective questioning. We will also support students in developing reflective skills that will help them focus in on their own learning process, and encourage them to be actively involved in their educational experience.

As related to the Collaborative Teachers element of the Framework for Great Schools, QR indicator 4.2 was an area of celebration in the 2014-2015 Quality Review. According to the Quality Review "Teacher teams participate in regularly structured collaborations, share in making key decisions about student learning that builds teacher capacity and strengthens student learning outcomes."

Aside from the curriculum team, the school schedule has a built in time for teachers to meet to collaborate and plan. The collaboration and planning is based on trends and needs stemming from student performance. Some of these trends are limited comprehension of text and weak verbal explanation due to limited vocabulary repertoire. Professional development is provided on a weekly basis by our math and literacy consultants, Literacy Coach/staff developer and teachers. These PD sessions are designed to support our teachers in addressing student trends and needs.

We will build upon this strength to improve instructional practice related to questioning and discussion techniques. As a professional learning community we will continue to work together and focus on improving instructional practice to support student learning.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, school leaders will continue to strengthen a culture of professional collaboration and support teachers in developing coherent, data-driven lesson plans, with emphasis on effective questioning, as measured by an increase in the level of effective and highly effective MOTP ratings in component 3b (Using Questioning and Discussion Techniques) from 69% to 80%.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Grade Team Leaders and the Curriculum team will lead the work of analyzing and adapting existing units of study to incorporate higher order questioning and instructional activities that support students to be critical thinkers.</p> <p>Units of study will include specific scaffolds to support Students with Disabilities and English Language Learners.</p>	<p>Vertical Grade Leaders Team, Curriculum Team</p>	<p>Sept. 2015-June 2016</p>	<p>Staff developer, school leaders</p>
<p>Provide professional learning opportunities on improving quality of</p>	<p>All classroom teachers, cluster teachers, supporting staff</p>	<p>Sept. 2015-June 2016</p>	<p>Curriculum team, Vertical Grade Leaders Team , staff</p>

<p>questions and discussion techniques:</p> <p>Questioning Professional Learning Cycle that will focus on implementing effective questioning and discussion strategies</p> <p>Book Study Groups</p> <p>Classroom practice videos</p> <p>Peer Interclass Visitations</p> <p>Study Groups</p> <p>Specific PDs to address the academic challenges that the English language learners and students with disability face</p> <p>Tips, strategies and scaffolds for vocabulary building on the P.S.9 Weekly newsletter</p> <p>School leaders will conduct observations and provide actionable feedback to promote the professional learning of the staff</p>			<p>developer, literacy and math consultants</p>
<p>Teacher Leaders from TLP will conduct data-driven inquiry work and support other teachers in improving instructional practices in using questions and discussion techniques</p> <ol style="list-style-type: none"> 1. Inquiry work will focus on understanding the needs of both English Language Learners and Students with Disabilities 2. Teacher leaders from the TLP will work with teachers in identifying 	<p>All classroom teachers</p>	<p>Sept. 2015-June 2016</p>	<p>School leaders, Teacher Leaders from TLP, staff developer, literacy and math consultants</p>

<p>learning gaps, designing solutions, and implementing instructional strategies to improve questioning and discussion techniques that supports different learners</p>			
<ul style="list-style-type: none"> • Families will be invited to classrooms throughout the year to learn about the curriculum, and learn strategies to support their students with discussions that increase higher order thinking skills • Families will be invited to workshops to learn about assessments • Families will receive progress reports and student work regularly to monitor student performance and help students achieve • Parents are supported by Parent Coordinator to access NYCDOE student accounts to monitor student progress • Parents are represented in the SLT, to share decision-making, raise any issues and/or concerns 	<p>Families, SLT, students</p>	<p>Sept. 2015-June 2016</p>	<p>School leaders, Parent Coordinator, Staff Developer, Classroom Teachers</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.

Title I Priority and Focus, and Tax Levy funds will be used to pay per session for the Vertical Grade Leaders Team: 1 per session hour x 7 vertical team members x once a month.

Title II, Part A and Title I 1003(a) funds will be used to support PD per session activities.

Tax Levy and Title III funds will be used to pay teacher per session activities for afterschool and Saturday programs, and to purchase academic materials to support student interventions to access a rigorous curriculum.

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

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

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

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

Part 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		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

By February 2016, school leaders will have strengthened a culture of professional collaboration and have supported teachers in developing coherent, data-driven lesson plans, with emphasis on effective questioning and discussion techniques. Data gathered from completed observations will show an increased level of effectiveness in component 3b in the Advance teacher evaluation from 69% to 75%.

By February 2016, the effectiveness and impact of professional learning activities will be measured through the implementation of research-based questioning and discussion strategies as evidenced by class outcomes and administration feedback on the Questioning Professional Learning Cycle Plan.

By February 2016, the Professional Learning Committee will review and evaluate professional learning opportunities and adapt the Professional Learning plan as needed.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As related to the Effective School Leadership element of the Framework for Great Schools, we self-rated all the Statements of Practice as effective. This is based on the feedback from the 2014-2015 Quality Review, QR indicator 4.2, which was rated proficient and identified as an area of celebration. The Quality Review states "Leadership structures are in place providing teachers with the forum to make curricular and instructional decisions." As a result, we have shared decision-making about student learning and support, therefore building teacher capacity.</p> <p>We were also rated proficient for QR indicator 3.4, Setting High Expectations. According to the Quality Review, "School leaders' communication of high expectations and the system of accountability results in instructional awareness amongst all stakeholders, thus preparing students for their next level."</p> <p>However, according to the 2014-2015 NYC School Survey there were 71% positive responses in reference to Effective School Leadership, indicating the need to close the gap between the belief of the school community and the practices of the school leaders. We need to continue developing a climate of shared leadership that includes input from all members to support the school vision for student achievement.</p>		

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, school leaders will use multiple data sources, such as student assessments, Advance MOTP ratings to track the effectiveness of teacher practice and develop a collaborative professional development plan that will support teachers with improving their instruction and build leadership capacity. As measured by 90% Effective and Highly Effective ratings in the Danielson’s Framework Domain 1, Planning and Preparation.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will conduct targeted and frequent observations and provide teachers with actionable feedback.</p> <p>School leaders will review formal and informal</p>	<p>All classroom teachers, cluster teachers</p>	<p>Sept. 2015-June 2016</p>	<p>School leaders, staff developer, literacy and math consultants</p>

observations to determine areas of improvement that should be addressed through Professional Learning Cycles and instructional support.			
<p>Provide professional learning cycles on effective instructional strategies that incorporate the following delivery formats:</p> <ul style="list-style-type: none"> • Book Study Groups • Classroom practice videos • Peer Interclass Visitations • Study Groups <p>School leaders will conduct observations and provide actionable feedback to promote the professional learning of the staff.</p>	All classroom teachers, cluster teachers, supporting staff	Sept. 2015-June 2016	School leaders, Vertical grade leaders team, staff developer, literacy and math consultants
Item skills analysis of student assessment results to determine instructional needs and learning gaps.	All classroom teachers, cluster teachers, supporting staff, students	Sept. 2015-June 2016	School leaders, Curriculum team, Vertical Grade Leaders Team, staff developer, literacy and math consultants
<p>To address the needs of English Language Learners and Students with Disabilities, we will provide specific PDs that target effective instructional strategies to be able to differentiate for all learners</p> <p>Workshops such as:</p> <ol style="list-style-type: none"> 1. Guided Reading/Small Group Instruction 2. Vocabulary Development for ELLs 3. Effective Questioning Techniques 	All classroom teachers, cluster teachers, supporting staff	Sept. 2015-June 2016	School leaders, ENL team, Vertical Grade Leaders Team, staff developer, literacy and math consultants

Using assessments to monitor student learning			
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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.											
Tax Levy, Title I 1003(a) funds will be used to pay for teacher salaries.											
Tax Levy and Title I funds will be used to pay for professional learning materials, programs and workshops (i.e. books, webinars, workshops) and for making copies as needed.											
<ul style="list-style-type: none"> • 20 consultant days for Math Consultant for Professional Development and support • 20 consultant days for Literacy Consultant for Professional Development and support 											
Title III funds will be used for afterschool Professional Learning. 2 per session hours x 12 teachers x 1 day for an afterschool workshop on supporting ELL students with academic vocabulary.											
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		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.										
By February 2016, school leaders will conduct and evaluate 50% of observations to determine the effectiveness of teacher practice. Based on the data results, school leaders will adjust Professional Development Plan to ensure teachers improve their teacher practice, specifically related to Danielson’s Framework Domain 1, Planning and Preparation.										
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>With reference to HEDI Rating 6.5 designated as Developing, we need communicate more with families on student performance and work with them on ways they can support learning to meet student’s needs. Conversations need to be centered on current, relevant data, expectations and ways families can help students improve.</p> <p>As related to the Strong Family-Community Ties element of the Framework for Great Schools, the 2014-2015 NYC School Survey indicates only 74% of the respondents believe parents are active participants in their child’s education. Furthermore, only 49% of the parents responded they have volunteered time to support the school. We need to strengthen outreach efforts and engage families so they can become more active participants in the school community and support student learning and performance. We need to be able to provide families with specific data on student performance of grade-level standards, and what students need to do in order to improve and increase achievement. We also need to support families with understanding how to use the data to help students achieve and make progress.</p> <p>One of the school’s strengths connected to the Strong Family-Community Ties element, is setting and communicating high expectations. According to the 2014-15 Quality Review, PS 9 was rated proficient for indicator 3.4 to “Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.” Additionally, the 2014-2015 NYC School Survey indicates 95% of parents/guardians feel teachers communicate regularly with them, and 96% believe teachers work closely with families to meet students’ needs. We need to build upon this strength to increase family involvement in our school community.</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Parent Coordinator will increase family outreach efforts and increase the number of Family-school events by an additional 10%, so that the strengths and needs of both students and parents are identified and used to augment learning. As a result family participation in school community events will increase, as measured by attendance rates of such events.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Various school supports for Preschool parents to</p>	<p>Preschool families</p>	<p>Sept. 2015-June 2016</p>	<p>Parent coordinator, preschool teachers, kindergarten teachers, school leaders, SBST team,</p>

<p>facilitate the transition from Preschool to Kindergarten:</p> <ul style="list-style-type: none"> • Targeted family workshops for preschool families to show parents ways to support their children with developing academic, social and emotional skills • Meet the Kindergarten team orientation meetings, to introduce families to the teachers and the academic expectations in Kindergarten • PS 9 Brochure for Preschool families with information about Kindergarten teachers and school programs available • School tours and open house events to familiarize families with key personnel and the main building 			<p>staff developer, School Librarian, and community based programs, Pre-K Social Worker</p>
<p>Clear and consistent communication with families through our school website, email, outdoor signage, and letters sent home to inform them of workshops, activities and important school wide news</p>	<p>All parents and families</p>	<p>Sept. 2015-June 2016</p>	<p>Parent coordinator, school leaders, Technology coordinator</p>
<p>Monthly meetings with the Principal to foster positive relationships between school and home by sharing information on school-wide goals, activities and student progress.</p> <p>Monthly family workshops, Curriculum Nights (Literacy</p>	<p>All parents and families</p>	<p>Oct. 2015-June 2016</p>	<p>Parent coordinator, School leaders, SLT</p>

<p>and Math) to inform parents of the CCLS, academic expectations and ways they can support their students.</p>			
<p>We will concentrate efforts to specifically increase the involvement of parents of English Language Learners and Students with Disabilities.</p> <ul style="list-style-type: none"> • Parents will receive training and support in accessing NYCDOE student accounts to check on their child’s progress. • All school/home communication will be sent in both English and Spanish, the predominant preferred home language other than English. (Parents may contact Parent Coordinator if they need any translation of school communication in any other language). • As per CR Part 154 a Language Proficiency Team will meet with parents of students with IEPs to determine if a student has English language acquisition needs and is eligible to take the NYSITELL exam. • We will connect students and families with community resources that will strengthen and support student’s learning; such as 	<p>All parents and families</p>	<p>Sept. 2015-June 2016</p>	<p>Parent Coordinator, School leaders, SLT, School-based Support Team, ENL Team, all teachers, Pre-K Social Worker</p>

<p>SASF, the Welcome Center, etc.</p> <ul style="list-style-type: none"> • Faculty will be trained on effective ways to engage families to share grade level expectations and provide ways in which families may support student learning at home. • We will invite ELL parents to schoolwide events that celebrates, honors and respects different cultural traditions and backgrounds, such as multicultural performances, storytelling, and exhibits. • We will offer parent workshops in both English and Spanish to show parents how to support learning at home. 			
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Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Title I Priority/Focus monies will be used for administrative costs, and to fund the Parent Coordinator.</p> <p>Title I Priority/Focus, Title II, Part A funds and Title III funds will be utilized for copies and materials used in monthly workshops. Title I Priority/Focus funds will be used for teacher per session for planning and participation in afterschool workshops for parents. 1hr x 3 teachers x once a month.</p> <p>Title I Priority/Focus monies, and Title II, Part A funds will be used to support PD per session activities for trainers to enhance student performance.</p> <p>Title I Priority/Focus and Title III funds will be used to pay for translation services, as needed (for parent informational letters and materials translation).</p>

Title I Priority/Focus and Title III funds will be used to purchase books to support parents with support in various academic subjects. Title I Priority/Focus funds will be used for teacher per session for planning and participation in afterschool workshops for parents. 1hr x 3 teachers x once a month.

Part 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	X	P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

By February 2016, the Parent Coordinator will increase family outreach efforts and increase the number of Family-school events by 5%. The Parent Coordinator will provide school leaders with a report on parent outreach efforts and the plan for outreach and workshops.

Progress, effectiveness and impact will also be measured by reviewing agendas with topics offered to families, and completed feedback forms.

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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.	Academic Intervention Services (AIS) programs are being used, dependent upon the type of literary need a student requires: <ul style="list-style-type: none"> • Great Leaps Reading Program • Wilson • Foundations • NY Ready • Reading A-Z Guided Reading • Study Island-Technology • iReady- Technology • Close Reading-Sleuths • D.E.A.R. time-Independent Reading <p>Needs vary and include: Decoding and fluency through repeated readings</p>	All programs are small group services. Additional Tier II and III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.	During the school day Saturday Academy (23 weeks) D.E.A.R. Time- 20 min. a day After-School for ELLs (2 days per week)

		<p>Comprehension through close reading of short text.</p> <p>Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.</p>		
Mathematics	<p>Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.</p>	<p>Math Games from Math Consultant and computer assisted programs, such as Study Island are used during the AIS period by the classroom and support teachers in small groups.</p> <p>GoMath! Grab and Go Kits</p> <p>GoMath! RTI and Math in Focus</p> <p>Manipulatives and Smart Boards are used widely to provide concrete understanding for abstract concepts that need to be internalized by students.</p>	<p>All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<p>AIS services in mathematics are cycled into the program in order to provide equity with literacy, since literacy supports thinking and writing about the logic of math.</p> <p>During the school day</p> <p>After-School for ELLs (2 days per week)</p> <p>Saturday Academy (23 weeks)</p>
Science	<p>Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School</p>	<p>Science support is provided in both the literacy and math segments of AIS instruction, as it relates to the non-fiction genre and various topics in mathematics. Some of the needs vary and include the following strategies/approaches:</p>	<p>All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<p>During the school day</p> <p>Saturday Academy (23 weeks)</p> <p>D.E.A.R. Time- 20 min. a day</p> <p>After-School for ELLs (2 days per week)</p>

	<p>Implementation team (SIT) and RTI (Response to Intervention) meetings.</p>	<p>Decoding and fluency through repeated readings</p> <p>Comprehension through close reading of short texts.</p> <p>Hands-on explorations.</p> <p>Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.</p> <p>Running experiments</p> <p>Using the Smart Board to view and create models.</p> <p>Applying science learning to real-life science issues.</p> <p>Brainpop and Brainpop Jr. animations and quizzes.</p> <p>There is one science</p>		
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		<p>curriculum specialist. One goal of our science curriculum specialist is to work in alignment with the grade teachers and curriculum maps in literacy and math to support instructional objectives.</p>		
Social Studies	<p>Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ESL proficiency level, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.</p>	<p>The Social Studies curriculum is conducted in-class using new NYC Social Studies curriculum. Student needs in social studies are also cycled into the AIS program through integration in the literacy segment of AIS, as it relates to supporting the non-fiction genre. Some of the needs vary and include the following strategies/approaches:</p> <p>Decoding and fluency through repeated readings</p> <p>Comprehension through close reading of short texts.</p> <p>Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.</p>	<p>All programs are small group services. Additional Tier II and Tier III interventions include a host of teacher small group and individualized approaches including guided reading, tutorial, and one-to-one instruction.</p>	<p>During the school day</p> <p>Saturday Academy (23 weeks)</p> <p>D.E.A.R. Time- 20 min. a day</p> <p>After-School for ELLs (2 days per week)</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The guidance counselors meet regularly with small groups of students who have been</p>	<p>Guidance counselors meet informally with students who seek them out. They intervene and help to</p>	<p>All support is provided through small group and individual services. In addition, an RTI</p>	<p>Guidance counseling, visits with school psychologists, and visits with the social</p>

	<p>identified by the administration, teacher, family, or prior need.</p>	<p>mediate conflicts, while building conflict resolution skills.</p> <p>Problem-solving skills-building techniques support school-wide efforts via PBIS approaches that are infused throughout classrooms from K – 5. Students who are mandated for counseling services certainly partake of the services offered to this population.</p> <p>Our guidance counselors regularly participate in professional development and trainings that are mandated and that enhance their abilities to meet the needs of students.</p> <p>Survey taking has been a part of an assessment that our guidance counselors at PS 9 have taken. The results will be incorporated into programs, which will benefit students.</p> <p>The School Based Support Team (SBST) Team is composed of school psychologists, social workers, and a family worker. As required, on assigned days with the school and team, they work with students and</p>	<p>Team identifies at-risk students to determine the Tier II or Tier III supports necessary.</p>	<p>worker are on going, and vary by student. Most of these at-risk students are visited daily, 2-3 times per week, or weekly.</p> <p>RTI Team meets bi-weekly.</p> <p>Lehman Interns meet with students 3-4 times per week.</p>
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		<p>families who have been identified as being at-risk, academically, emotionally, and socially. One is a licensed monolingual, and the other a bilingual school psychologist. There is communication between the school psychologist, classroom teacher, guidance counselor, and administration.</p> <p>As stated above, PS 9 has a social worker that works out of the SBST office and has frequent contact with students and families. She provides outreach services, and information to families to acquire assistance that the school cannot provide. She is also the liaison between school and community based organizations (CBO), holding each accountable to meeting the needs of students. The social worker plans workshops for parents, lunchtime groups for parents and children, and has been awarded a grant that has helped fund projects that will build esteem, confidence, social skills, and citizenship.</p> <p>The social worker maintains frequent communication with the guidance counselor and</p>		
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		<p>administration to ensure an alignment of services. In addition, she manages a team of Social Worker Interns from Lehman College, who work with at-risk students.</p> <p>There is a NYC Health Department nurse assigned to the school on a full-time basis. Vision screening is also provided by the same agency to kinder, first, third, and fifth graders, with third graders receiving prescribed glasses at no-cost.</p> <p>The school nurse conducts sessions with students on health and nutrition, diabetes, and asthma as determined by NYC Health Department stipulations, and by student need. Students who are newly admitted to the New York City public schools are confirmed to have the full menu of immunization required for school, otherwise these students are excluded until their health status is assured.</p> <p>Academically at-risk students have their vision and hearing reviewed to ensure that these health conditions do not impact negatively on scholastic achievement.</p>		
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<p>Highly qualified teachers are recruited through a variety of ways after having met state and city requirements to become a public school teacher. Borough-wide teacher recruitment fairs provide potential candidates. All candidates, plus applicants who send in resumes independent of system-wide structures, are screened and interviewed variably by the principal, assistant principals, and teachers at PS 9. Demonstration lessons have been requested from final candidates. Additionally, we have created a PS 9 brochure and website that are used as resources for recruiting teachers who share our vision and are able to help us to achieve our mission. We are also collaborating with Lehman College. PS 9 serve as host to student teachers from Lehman. Our expectation is that through this relationship we will be able to identify highly qualified teachers for the upcoming year.</p> <p>For the 2015-16 school year, 96% of our teachers are classified as "Highly Qualified", with the exception of the following new teachers (who are enrolled in Masters Programs and are on their way to becoming highly qualified):</p> <p>Travis Stump Kendra Williams</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>To ensure that current staff becomes highly qualified ongoing, on-site support will be provided through new teacher mentoring. There is school-based mentoring and grade level peer support that will promote professional learning and growth. Professional learning opportunities will include topics such as classroom environment, classroom management, curriculum planning, and assessments. Teacher leaders will continue to participate in citywide and network-wide professional learning opportunities to maintain the level of qualification according to current trends. As stated above, workshops and PL opportunities in current "best practices" will continue to be provided to all staff members. The Math and Literacy consultants, vertical team, and staff developers will deliver professional development to teachers so that they can have a positive impact on student learning and achievement. A math and literacy consultant have been hired to provide teachers with strategies for addressing high needs learners, particularly students with IEP's. In addition, Network support staff provides teachers with additional support.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

[Empty box]

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/information, early intervention services, etc.).

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The system of teacher evaluation and development, Advance includes multiple Measures of Student Learning (MOSL) in addition to the Measures of Teacher Practice (MOTP). Every teacher will have two types of measures: State Measures and Local Measures, each worth 20% of the teacher’s evaluation (40% total). A school Local Measures Committee, composed of staff chosen by the Principal and the UFT chapter leader will submit their recommendations of types of MOSL’s to the Principal. The Principal and the Local Measures Committee will have the opportunity to re-select measures and committee members each year. Additionally, the Professional Learning Committee, also composed of teachers selected by the Principal and the UFT chapter leader will make recommendations for professional learning based on teacher surveys, needs assessment, and student performance results. The team will meet monthly to evaluate ongoing professional learning to monitor results and effectiveness.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	854,651.00	X	13, 20, 24
Title I School Improvement 1003(a)	Federal	\$670,949	X	13, 17, 20, 24
Title I Priority and Focus School Improvement Funds	Federal	\$166,723	X	13, 20, 27
Title II, Part A	Federal	153,935.00	X	13, 20, 27
Title III, Part A	Federal	29,296.00	X	13, 20, 24, 27
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,188,843.00	X	13, 17, 20, 24

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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)

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. Ryer Avenue Elementary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. Ryer Avenue Elementary School will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

The Ryer Avenue Elementary School , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>Ryer Avenue</u>	DBN: <u>10X009</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>144</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>2</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: _

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

TITLE III DIRECT INSTRUCTION: SATURDAY ACADEMY

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

October 4, 2014 – April 25, 2015 8:30am-12:00pm- (3 1/2 hours)

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

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

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

TITLE III Direct Instruction: After-school Technology Programs

Imagine Learning Thursdays for 1-2 nd Grade ELL students

Direct Instruction provided by TBE licensed pedagogue Fanny Morfe and Content Area pedagogues

Anthony Muia and William Gentsch Thursdays, December 4, 2014 – April 2, 2015 2:30 – 4:30

PM (2 hrs) Minus December 25, February 19 Number of Weeks = 15

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

Part B: Direct Instruction Supplemental Program Information

teacher and teacher-facilitator as a data and tech specialist, fluent in Spanish.

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

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

Wednesdays, December 10, 2014 – April 1, 2015 2:30 – 5:00 PM (2 1/2 hrs)

Minus December 25, February 19

Number of Weeks = 13

In order to provide additional support to our English Language Learners in 3rd through 5th grades we will offer an assessment prep program that will take place in the technology lab as part of the Direct Instruction plan for our school. Mr. Ramirez and Mr. Fairfax are both TBE licensed, and will alternate teaching the program, in addition Ms. Sifonte, Home Language fluent, and Mr. Gentszsch, technology experienced, will co-plan and lead the program. Program dates will be from December 10, 2014 to April 1, 2015. We will use Study Island, a NYS Common Core Learning standards-based program to provide both rigorous and differentiated instruction. Data generated by the program will serve to guide and differentiate instruction. It is essential for both the TBE licensed pedagogue and content area pedagogues (technology) to plan and develop this program to best support our ELL students. Mr. Ramirez and Mr. Fairfax will ensure that the needs of our ELLs are met and the technology specialist will ensure the proper use of the software and be able to support students with accessing the dynamic content and generating real-time student data. The technology specialist will serve as the liaison between Study Island and the school should technological support be needed. Ms. Sifonte will also serve as teacher and teacher-facilitator as a data and tech specialist, fluent in Spanish. She will assist with statistical measures of progress, and support the teachers with customizing learning activities at the subject, class and student level, in order to meet the needs of all the learners in the program.

Part C: Professional Development

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

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

Begin description here: _

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

Teachers to Receive Training

Teachers who serve ELLs, clearly identified by the NYCDOE screening, ATS system reports for transfer students, and NYSELSAT data, will participate in the following professional development opportunities. This group will include teachers who provide direct instruction to ELL students: transitional bilingual education teachers, English-as-a-Second Language teachers who provide instruction in self contained,

Part C: Professional Development

push-in, and pull-out scenarios, Common Branches and Specialist teachers who instruct students in the free-standing ESL program.

PS 9 has clearly identified a program of professional enhancement for teachers to pursue based on teacher feedback and ADVANCE teacher evaluation data. Program duration will vary depending on the topic, but will always be preceded and followed up with professional learning communities facilitated by the school Staff Developer, ELA or Math Coach, "Southern Consultancy" Math and Literacy consultant coaches,(Robb Irwin and Sue Rayson,) ELL Supervisor, Assistant Principals, or Principal, as applicable.

Teacher leaders will have the opportunity to share their knowledge and expertise, as well.

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

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

TBE teachers: Perez, Hinojosa, Dilone, Ramirez, Fairfax Free-standing: Rosado, Morfe, Torres, Lockwood, Breton, Lancut Monolingual Teachers of ELLs: Weatherwax, Lopez, Gentsch, Green, Barnes, Flesher

Ms. Sifonte, Ms. Zivan, Core Facilitators Wednesdays 2:30 – 4:00 PM November 12, 19, 2014

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

Network 109 Instructional Support Teachers of ELLs students have participated in a multi-year program of professional development led by Ms. Caterina DiTillio, Deputy Network Leader, and Ms. Yehonlea Ortiz, former Instructional Coach and ELL/RTI Specialist. Outreach to Ms. DiTillio for ELL support was made in early September 2014. We are awaiting Ms. DiTillio's contact to confirm on-site dates for this academic year..

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

As pertains to ELLs, an extensive menu of PD offerings across content areas will be offered throughout the year. Sessions expected may include the following: disaggregating AAMO data and support for planning and programming to the administrative team. The same topic would be addressed with teachers using data to plan for instruction. On the school level, we have already delivered PD on LAP Compliance and allocation of minutes to NLA and ELA Instruction, TBE Classroom Environments, Language Progressions, and Accessing EngageNY Resources. How to write language and content objectives was the topic delivered to TBE teachers by our school's Free-standing ESL Teacher Team. As the year unfolds, teachers will become more proficient at how to deliver instruction based on practice informed by qualitative and quantitative data. Standards based work will be the exemplar that teachers will hold as they work their students to proficiency. Of course, the Danielson Framework will serve as the standard through which all our work will be guided.

Estrellita Native Language Literacy Program

Teachers in Grades K through 2 will continue to receive on and off site support to instruct students in their native language. Research has shown that native language fluency enables students to apply cross-over skills to English language acquisition. As such, because of an increasing number of older elementary students who arrive without requisite formal education, PS 9 has engaged an upper grade teacher to be trained in implementing this program. Ms. Stella Sanchez from the Office of ELLs, continues to be the

Part C: Professional Development

central office facilitator, providing professional materials and instructional resources to our school. Previously and subject to change this year was Ms. Ileana Ordonez the on-site consultant who provided walk-through program support.

Monday Afternoon Professional Development

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

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

-

Part D: Parental Engagement Activities

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

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

Begin description here: _

-
Research clearly shows that parent involvement supports student achievement and progress in school. For parents, their involvement includes acquiring information, skills, and strategies to manage their own and their children's education. PS 9 has been successful in increasing the participation of ELL parents by Breakfasts with the Principal and Welcome orientations that are bilingual events. We have purchased individual translation devices that allow for simultaneous translation of the presenter's content. Parents are informed spot-on. In this way, ELL parents can actively understand and participate in all events. In fact, we have a new parent association member, Ms. Marisol Colbert, who has become very active with our bilingual parent body, even serving as an enthusiastic workshop presenter for our new Pre-Kindergarten and Kindergarten parents.

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

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

On three Friday afternoons, pre-selected ELL parents and children from grades 1-2 will be engaged in a Digital Literacy program to build and develop both language and technological skills. We have a well equipped technology lab that will allow for parent participation. This will be a bilingual program with Ms. Morfe, TBE Teacher conducting the translation for Mr. Anthony Muia and Mr. William Gentsch, who will share instruction. Topics planned are Using Google and Yahoo to Conduct Internet Searches, Using Email as a Communication Tool, Accessing Internet Resources, and Accessing ARIS Learn, as these

Part D: Parental Engagement Activities

all relate to student learning based on the home-school connect. Students will work alongside their parents to learn the same digital skills. This is planned as an after-school Friday program. Digital Literacy for Families: Parents and Children will run March 6, 13, 20 2015 from 2:30 – 4:30 PM.

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

HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES

Parents will be notified by school calendar, letter, or announcement in English, Spanish, and other minor languages represented in our school. We employed an Arabic-speaking paraprofessional at one time, and will continue to employ this language category professional when possible. We have various insructional staff who are fluent in some of the African languages represented in our school. Announcements will also be back-packed and distributed at parent conferences. Postings will appear on all doors from which parents enter and exit. Laminated announcements will hang on fences that perimeter the school building. Announcements over the speaker address system may take place as a final reminder for students for parents. Phone calls to parents who have expressed particular interest in workshop/meeting topics will be made. We also have a permanent lighted school announcements sign that is grounded in concrete at the main entrance to the school.

The following describes additional efforts to engage parents of ELLs:

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

Acquisition of the English Language

We are fortunate to have the borough-wide Welcome Center housed in our school. Parents are encouraged to attend their English language/ESL classes that are offered during the day or evening. Citizenship preparation classes are offered. Field trips for parents take them around the city, which serves as another vehicle for education and information. We invite them to our larger school events and they reciprocate. This year, we re-located the Welcome Center to one section of our first floor, creating a wing for adult learners.

Curriculum Understanding: Literacy, Mathematics, and the Content Areas

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

Classroom Learning

As indicated in the beginning narrative above, parents are and will be invited to classroom activities and celebrations through the year. Parents will have the opportunity to hear their children read books aloud, and present their achievements in writing. Holiday celebrations and birthdays are occasions that involve parents. Parent chaperoning on field trips also involves them in their children's learning. This is also another venue through which they will be able to see and learn about the city for lively discussions with their children. The Science Fair, Multicultural Day, Holiday Assemblies, Honor Roll assemblies, and Graduation are also good opportunities for parents to see how classroom learning comes to fruition. The PEP Rally before the standardized ELA and Math exams motivates students and parents to focus on success.

Health and Nutrition The school nurse and social worker have conducted sessions to address

Part D: Parental Engagement Activities

asthma, weight control, and good food and nutrition. We have held sessions with healthy food tastings as an alternative to junk and convenience foods. Through special funding, the Office of School Food and Nutrition has provided daily portions of fruit and vegetables, individually packaged for consumption for our students. This year, we are wait-listed for participation, but the program was a wonderful way to transfer good eating habits that reflect research correlates for school achievement.

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 10	Borough Bronx	School Number 009
School Name Ryer Avenue Elementary School		

B. Language Allocation Policy Team Composition

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

Principal Jacqueline Bailey	Assistant Principal Berna Sifonte
Coach Stefania Zivan	Coach type here
ENL (English as a New Language)/Bilingual Teacher Amanda Lockwood	School Counselor Ricardo Mendez
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mara Resto
Related-Service Provider type here	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Melodie Mashel	Other (Name and Title) type here

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	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program	5	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	1
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]	4	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	807	Total number of ELLs	237	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	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 checked="" 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 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1	0	1	1								0
Dual Language														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	237	Newcomers (ELLs receiving service 0-3 years)	188	ELL Students with Disabilities	56
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	49	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	88	5	7	15		2	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	100		25	34		22	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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 Spanish	24	20	19	0	17	23								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	20	20	30	25	15	10								0
Chinese														0
Russian		1												0
Bengali														0
Urdu	1													0
Arabic	2	1	1		1	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2			2								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)	7	6	8	11	8	10								0
Emerging (Low Intermediate)	8	11	3	6	3	5								0
Transitioning (High Intermediate)	12	3	4	9	5	5								0
Expanding (Advanced)	16	22	9	8	14	18								0
Commanding (Proficient)	0	9	17	2	5	6								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				2										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			11	35	13	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	24	2	3		0
4	20	7	0		0
5	23	11	0		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	15	15	3	2	1	2			0
4	4	15	12	3	2				0
5	14	10	10	6	2	3			0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		8	1	9	10	2	4		0
8									0
NYSAA Bilingual (SWD)									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

PS 9 assesses the early literacy skills of students using a variety of assessments in order to gather multiple sources of data, and be able to make more informed decisions on the instructional programming of the school. The Dra2 is administered three times a year for grades K to 5. A baseline is administered in October, a midyear in February and an endyear in May. The data gathered from the DRA2 is utilized at the class, grade and school level to be able to guide instruction and interventions for students who need additional support. Teachers also use Fountas & Pinnell to gauge student levels through informal running records to support students through new structures for learning as differentiation continues. In grades K-2 teachers also use the Foundations phonics program to monitor student progress and provide the necessary scaffolds to meet individual student needs.

Through Estrellita, there are also baseline measures in students' native language skills that measure Sonidos Iniciales and Palabras across early literacy skills in students' native language, Spanish. The Estrellita Placement Test and Benchmark Assessment Tool allows teachers to differentiate native language instruction through the year as students reach proficiency in Sonidos Iniciales, and Blending sections.

Assessing early reading skills using multiple data sources in conjunction with language proficiency test scores, the school aligns with professional research that shows the correlation between native language literacy and a student's ability to acquire literacy skills in a new language. The data from these multiple sources shows the need to provide early reading intervention to students who struggle with early reading skills, such as sound-symbol correspondence and word recognition.

The tables and narrative below, explain and illustrate the data that measured student progress for the 2014-2015 academic year using the Developmental Reading Assessment2(DRA2). This data assists in the evaluation of ELL program effectiveness.

There were a total of 241 English language learners (ELLs) assessed in May 2015. Of the 241 students 32 students (13%) did not have baseline scores from the October 2014 assessment in order to measure growth, therefore, a total of 209 students were included in this analysis of growth. The purpose of the assessment was to find each student's independent and instructional reading level. We

measured student growth by comparing the independent reading levels from the fall and the spring. Our data revealed that 198 (94.7%) out of the 209 students made progress, and 11 (5.2%) did not make progress.

Made Progress	Did not Make Progress
198 (94.7%)	11 (5.2%)

Growth	Number of Students	Percentage of Students(%)
Less than 1/2 year of growth	52	24.8%
More than 1/2 year of growth	55	26.3%
More than 3/4 year of growth	29	13.8 %
1 year or more of growth	62	29.6%

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? During the spring of 2015, a total of 250 ELLs participated in the NYSESLAT testing. A total of 50 (20%) students scored in the Entering level range, 36 (14%) scored in the Emerging level range, 38 (15%) scored in the Transitioning level range, while 87 (35%) scored in the Expanding level range. 39 (16%) students were able to achieve the Commanding level, therefore will be now classified as Former Ells.

Across the board, at all proficiency levels, P.S.9 students have shown an increase in English language proficiency based on comparative data of 2014 NYSITELL/NYSESLAT data. 124 (50.3%) students were able to move at least one proficiency level or more, while 12 (4.9%) students moved one half of a proficiency level from Intermediate to Transitioning. The data also indicates 111 (42.9%) students either made no growth or reversed in proficiency level. However, it is important to note 78 (31.2%) students tested were newly enrolled Ells from September 2014 and onward. These Newcomer Ells are still in the process of fully acquiring and mastering the skills necessary to achieve English language proficiency. This is further supported by the fact that most newly enrolled students were in Kindergarten, 45 (57.7%) students out of 78, and none were able to achieve a Commanding proficiency level on the NYSESLAT. Whereas, in second grade there were only two newly admitted students, and overall 41% of the students in the grade were able to achieve a Commanding proficiency level on the NYSESLAT.

A closer look at the data also indicates that the number of students at the Expanding and Commanding levels of proficiency has increased greatly from the 2014 NYSITELL/ NYSESLAT performance levels. In 2014 there were 84 students at the Advanced level and based on the spring 2015 NYSESLAT results there were 124 students who achieved either Expanding or Commanding proficiency level.

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

The AMAO tool allows us analyze and make projections for the 2016-2017 school year about our students' achievement and proficiency on the NYSESLAT and other state exams. It also provides us with information of students who are at risk of not achieving, which will help us in creating programs and interventions in supporting these students. By identifying the different risk factors and the students who are at higher risk of not making progress, we can make informed decisions and ensured our interventions are targeted.

The data reveals that 5 ELLs scored below the 25th growth percentile, and scored either a level 1 or 2 on the ELA state exam. We have 21 ELLs who were held over in the past 3 years, and a total of 49 ELLs with an at-risk level 3 or greater, and 16 ELLs with an at-risk level of 5 or greater. Furthermore, 14 students have been ELLs for 5 or 6 years. We need to further investigate how to support those students, and design interventions that are more focused to meet their needs.

in the 2015 NYSESLAT exam 15.71% achieved proficiency, a total of 33 students. The AMAO 2 target for 2015-2016 is 15.6%, therefore we exceeded the target by a slight 0.11%. For the upcoming 2016-2017 AY, we need to reach a target of 16.30% in order to meet the AMAO 2 status. Therefore, at least 39 students need to achieve proficiency.

This tool allows to filter for the students who are at risk of not achieving, and provides us with specif risk factors in the notes section and information to help us understand why they did not make progress and ways to support them achieve. For example, some students achieved an Expanding proficiency level, and the notes indicate these students were 2 to 3 questions away from achieving proficiency. We will further investigate the NYSESLAT results to determine the modalities students may need support with, and created specific targeted interventions in order to ensure they achieve proficiency.

4. For each program, answer the following:
- 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?

4a. PS 9 has a Transitional Bilingual (TBE) program on all grades, and English as a New Language (ENL) programs; both Stand-alone and Integrated. An analysis of the 2015 NYSESLAT test results shows 37 of the students who achieved a Commanding proficiency level were in an ENL program, and only 2 students in 5th grade were in a TBE program. 58 students from the ENL programs attained an Expanding proficiency level in comparison with only 29 students from the TBE programs. On the other hand, 37 students from the TBE programs across all grades attained an Entering proficiency level, which is 48% more than the students in ENL programs.

In addition, a comparison of the data from the 2014 NYSITELL/NYSESLAT and 2015 NYSESLAT results between TBE and ENL programs, demonstrates more students in ENL programs moved at least one proficiency level than those in TBE programs. 54.3% of students across all grades enrolled in ENL programs moved on level or more in comparison to only 45% across all grades in TBE programs.

TBE Proficiency Level Growth			ENL Proficiency Level Growth		
	No progress	One level or more		No progress	One level or more
K	42%	58%	K	58%	42%
1	60%	40%	1	36%	64%
2	71%	29%	2	21%	79%
3	70%	30%	3	84%	16%
4	40%	60%	4	13%	87%
5	40%	60%	5	53%	47%
total	45%		Total	54.30%	

Upon analyzing the growth across all grades, the data indicates 71% of the students in the second grade and 70% of the students in the 3rd grade TBE programs did not make any progress in their proficiency levels based on the NYSESLAT. It also shows 84% of students in 3rd grade ENL programs also did not make any progress. This data along with the proficiency levels achieved on each grade informs us of some of the curriculum needs and necessary improvements in instructional practice to support student growth.

Based upon an examination of NYS Math and Science data, where our ELLs took the content area exams in their home language, the results show that overall, they are not excelling in performance with a home language accommodation in exam taking. Overall, only 8.9% of students who took the NYS Math exam in Spanish achieved a level 3 (2 students in 3rd grade and 3 in 5th grade), and only 2 students out of 19 achieved a level 3 in the NYS 4th Grade Science test taken in Spanish. This data indicates that language may not be the only impediment to student learning. We need to investigate any content area gaps in learning due to such factors as SIFE status, learning disabilities and/or pedagogical shortfalls in instructional practice to support the diverse needs of all English Language Learners.

4b. ELL Periodic assessments provide us the opportunity to monitor student progress on an ongoing basis, in order to identify instructional needs and design interventions for students who may be struggling to stay on track to meet the NYS CCLS learning standards. The DRA2 results inform both school leaders and teachers the skills each students needs to develop in order to improve both phonological and comprehension reading skills.

The NYSESLAT results is used to make decisions on educational placements and scheduling to meet the mandated ENL minutes, instructional interventions necessary to improve academic outcomes, and creating professional learning opportunities that build teachers' capacity in using effective instructional practices to be able to serve ELLs diverse needs. The purchase of instructional resources is also informed by this data, as well.

4c. The ELL Periodic Assessments inform us on the varying needs of our diverse ELL student population. 74% of students scored a level one on the 2015 NYS ELA assessment across all grades, even though that is an improvement over the 82% that scored a level one on the 2014 NYS ELA assessment, we need to continue to support ELLs language proficiency through increasing vocabulary knowledge in order to prepare them for complexity of grade-level texts. In order to address weak comprehension skills, we also need put in place interventions that address students' reading difficulties by providing struggling students with explicit, intensive interventions that match their specific needs.

As for home language instruction, it also becomes increasingly important to develop vocabulary in the home language as content area

instruction becomes more laden with knowledge to be gained. Teachers should use content-based units of study that support both oral and written language development in the home language.

Through close examination of the multiple periodic assessment data sources school leaders are able see patterns across the grades and compare the different programs used to support ELLs. This data informs schedules, RTI, student programming and professional development.

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*.]

A number of different data sources are used to determine if the child falls within the RTI framework. There are informal interviews and inventories, DRA2 results, additional running records, in-class formative assessments, NYSITELL/NYSESLAT results, and parent interviews. If a child is determined to fall within the framework, RTI services can assist home or English language development. The school is careful to not misidentify learning or behavior needs based on second language acquisition. With this in mind, the students is assessed in his / her most proficient language of functioning. Teacher and service providers will be consulted in the decision-making process and recommendations for RTI. This is the initial process for matching the students with services along the RTI continuum in providing intervention and progress monitoring.

As for implementing RTI services that are culturally sensitive to ELLs, in the past our school has been a participant of the city-wide, OELL professional development series, and we hope to have the opportunity to continue in the 2015-2016 school year. Teachers will use on-going formative assessment tools, which will consist of collection and evaluation of student work, rubrics, portfolios, checklists, student self-assessments, surveys and questionnaires; the data will then be used to design coherent instruction using instructional techniques such as:

- Checking student's comprehension of the content,
- Helping ELL students adjust to the classroom,
- Adjusting teaching styles to meet the individual student needs
- Motivating students and providing background knowledge to improve and increase student performance.

Using the data from these multiple on-going formative assessment sources, students will also be supported using ACHIEVE 3000, which will allow students to work independently on targeted instructional needs.

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

Students are ensured that they receive the mandated number of units of English as a New Language support for ELLs based on the new NYS CR Part 154.

Depending on the English language proficiency level attained by the student on either NYSITELL or NYSESLAT, he/she will receive between 180 to 360 minutes of stand-alone ENL instruction and/or integrated ENL instruction per week. In addition, students who have achieved the Commanding proficiency level will also receive 90 minutes of integrated ENL support. These mandates guide instructional decisions and student programming that will be made for the student.

The students' second language development influences instructional decisions based on teacher assessments aligned to the NYS ENL and ELA standards, formative assessments, and progress shown within and between proficiency levels.

Students in transitional bilingual education (TBE) programs develop their home language skills in order to support learning English. Students receive instruction in their home language and transition into English based on their proficiency levels. Students who are at the beginning/entering level receive 75% of instruction in their home language and 25% in English. As students increase their proficiency levels with English, teachers transition instruction to 75% in English and 25% in the home language. TBE teachers must also take into consideration the varying proficiency levels within the class to determine the language instruction must be delivered in. Teachers will also use small group instruction to provide the necessary support in the home language or ENL instruction to students who need more instructional time learning concepts in English.

As per CR Part 154 all teachers will participate in professional development on meeting the needs of ELL students, and will be expected to implement strategies conducive to language acquisition, such as development of academic vocabulary, the use of explicit instruction and using visuals and manipulatives.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

Not Applicable

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

First and foremost, to evaluate the success of programs at PS 9 that support Ells, we use the results of New York state NYSESLAT exams and standardized exams in ELA, Math, and Science. These measures give us information on students' academic performance in meeting grade level standards.

The NYSESLAT exam results provides us information on student progress and performance level in acquiring the new language of English. We are able to do comparative analyses of different subgroups, types of programs, teacher effectiveness, etc. Using this data we can measure student performance levels and the growth made from one academic year to the next. This allows us to provide the necessary supports for students who are not making AYP and teacher support in improving instructional practice. For example, in the 2014-2015 AY the first grade had two Integrated ENL classes, taught by dually certified teachers, in one class 71% of the students were able to show growth in proficiency of one or more levels, whereas the other class only 50% where able to show the same growth. Additionally more students (41%) were able to achieve a Commanding proficiency than any other grade. Using this data we can meet with the ENL team to discuss possible learning and/or instructional gaps that may exist and be able to address them. If students' are not making adequate progress in a program, then we stop to examine practices, and redirect and restructure programs, address professional development needs, and ways we can increase parent involvement.

Apart from the analysis of these multiple data points, the demonstrated behaviors that measure ELL program success are students who can read, write, and speak English effectively. They are also able to participate in collaborative discussions and formulate and express ideas in writing. The whole child is developed so that there is not only success in academic areas, but in social and emotional growth as well.

Part IV: ELL Identification Process

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

1. 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.

In accordance with the 2015-2016 English Language Learner Policy and Reference Guide, we will follow the 4 steps of the ELL identification Process

1- The administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language. If a student's home language is not English, we will administer a more in-depth interview, and review student school work (if available)

2- Determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL)

3- The administration of the NYSITELL within 10 school days of enrollment

4- The administration of the Spanish LAB to newly identified ELLs whose home language is Spanish

The following is a description of P.S.9's initial screening upon enrollment:

Crystal Mabin, the Pupil Personnel Secretary, will determine the enrollment status category for the student enrolling, she has been instructed to run ATS for reports such as the RHSP to confirm if the student is a new entrant or a transfer form another NYCDOE school. If the student had been enrolled in a NYC public school prior to P.S. 9 within the past two years, a home language survey is not deemed necessary. Ms. Mabin also generates a BESIS report to confirm previous placement. Additionally, if a student is entering from a public school from within NY State, Ms. Mabin will contact the previous school to obtain the home language designation, NYSITELL and NYSESLAT results within 2 business days. If we do not receive the requested information within 5 business days, then the ELL Identification process will be completed as a newly admitted student.

For students who are new to the system, Ms. Mabin has been instructed to contact a member of the ENL team, Ms. Lockwood the ELL compliance specialist, Ms. Lancut, Ms. Torres or Ms. Breton, certified K-12 ESOL teachers to meet with the parent and student and determine the home language through the completion of the Home Language Identification Survey (HLIS) and both a parent and student interview, too determine student eligibility to take the NYSITELL. In the event that a member of the ENL team is unable to assist in the initial process of determining the home language, Assistant Principal, Berna Sifonte, will assist in the assessment of the home language and determination of NYSITELL eligibility.

If the student's language is other than English, an informal oral interview with the student is conducted to determine English proficiency. If during the informal oral interview the student is able to communicate in English, or the student's only language is English the student is not eligible to take the NYSITELL and the student is not an ELL. If the student is eligible to take the NYSITELL, the test must be administered and scanned into ATS within 10 days of enrollment. However, if it is determined the student has an IEP then the Language Proficiency Team (LPT) will determine NYSITELL eligibility within 20 school days of enrollment.

Additionally, if it is determined that the student's ability to communicate in English is limited, or that he/she speaks a language other than English, the student will be given the NYSITELL and if needed the LAB in Spanish, within 10 school days of enrollment.

A student who scores at or above proficiency on the NYSITELL, is placed in a monolingual educational program. If the student scores below proficiency (Entering, Emerging, Transitioning, Expanding) student is identified as an ELL and is placed in an appropriate ELL program until the parent selects the desired program and completes the program selection form. Within 5 school days of enrollment, we will inform parents the results of the NYSITELL and ELL status. Parents will receive an entitlement, non-entitlement or continued entitlement letter.

Furthermore, once a student is determined to be an ELL, Ms. Lockwood the ELL Compliance specialist will notify parents of their child's eligibility for ELL services and invite the parent to an orientation meeting. During this meeting, the parent will have the opportunity to watch the parent orientation video, ask questions, and complete the Parent Survey and Program Selection Form.

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).

To be able to identify SIFE students within the 30 days mandated, as per the 2015-2016 English Language Learner Policy and Reference Guide, will start with the HLIS, where parents are asked to indicate information about prior schooling. For students admitted in grades 3-5, based on parent responses, if there is an interruption of formal schooling or inconsistencies, then a member of the ENL team will administer the oral interview questionnaire. For students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish we will also administer the Literacy Evaluation for Newcomer SIFE (LENS). Once a SIFE status has been determined, Ms. Lockwood, the ELL Compliance specialist will enter the status on the BND screen in ATS.

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).

Once it has been determined a student's home language is other than English, and the student has an IEP, the Language Proficiency Team (LPT) will determine the student's eligibility to take the NYSITELL. This team is comprised of the following members:

School Administrator- Berna Sifonte, AP
Certified ESOL teacher- Amanda Lockwood
Director of Special Education- Frank Severino, AP
Bilingual School Psychologist- Claritza Lopez
Classroom Teacher-
Student's Parent or Guardian-

This team will take into consideration evidence of the student's English language development, the student's IEP and history of language use both in school and at home to determine if a student has second language acquisition needs or the student's learning disability may be affecting the student's proficiency in English. The team will make a recommendation on whether the student should or should not take the NYSITELL, and the recommendation will be sent to the principal for review. If the principal accepts the recommendation not administer the NYSITELL, then it is sent to the superintendent for approval for a final decision.

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.

Amanda Lockwood the ELL Compliance Specialist maintains an ongoing accurate, comprehensive registration database that indicates students who will be administered the NYSITELL. The records indicate the students' date of admittance, and NYSITELL scores. These records are kept on a network drive, to allow the ENL team, and the assistant principal responsible for supervising ELL programs and services access to the information, in order to monitor compliance with LAP procedures, and ensure that entitlement letters are completed and distributed to students who require them.

Continuation of entitlement letters are distributed to students who have taken the previous spring's NYSESLAT exam, and who have not scored at the level of proficiency. Entitlement letters for students deemed eligible according to the NYSITELL are also distributed to students based on the NYSITELL cut scores. In addition, records of these documents are maintained in a binder. A record of letters of invitation to the Parent Orientation is kept as well. The school maintains a separate record of the types, and numbers of times parent outreach has been made, as described above.

Students' homeroom teachers are informed of the parent selection and program placement process and assist to facilitate face-to-

face meetings with parents. Every effort is made to engage the parent in the decision making process of program selection. A copy of the dated parent survey and program selection form is also made for the file. Additionally, the school has initiated the process of digital scanning of these documents to an electronic file. An effort is made to maintain a paper and electronic file of ELL documentation.

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).

Parents will be informed of their right to appeal the ELL identification in writing (within 45 school days of enrollment) through the Re-Identification Process via the entitlement and non-entitlement letters, and during the parent orientation meeting where parents will make a program selection. Upon request, the Re-identification process will be explained to parents' who wish to submit an 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.

Once a student is identified as an ELL based on the cut score for proficiency on the NYSITELL, the parent is invited for an ELL parent orientation to explain the three different instructional models available to support ELLs in NYC. The parents will receive an entitlement letter in both English and their home language along with an invitation to the orientation. In addition, the Parent Coordinator will make phone calls to these families, to ensure attendance. A parent/guardian is the sole determinant of the ELL program their child is enrolled in, therefore ensuring the parents clearly understand the different programs, whether available at PS 9 or not is very important.

During this parent orientation parents will have the opportunity to watch the NYCDOE Parent Orientation Video, in their desired language, which is available in 13 different languages. This video will explain the three available instructional models in detail; so that parents are able to make an informed choice when completing the program selection form.

The parent orientation is frequently scheduled to coincide with school events such as Breakfast with the Principal, and Open School Night. After viewing the parent orientation video provided by the DOE, the parent fills out the Parent Survey and Program Selection Form. Furthermore, the Parent Coordinator will contact the Translation and Interpretation unit if an interpreter is required, for a language not spoken at PS 9 by school staff.

Timeline

1. Once student has been identified as an ELL based on the NYSTELL, parent will receive an entitlement letter and an invitation for an orientation meeting within 5 school calendar days
 2. Parent Coordinator will follow-up with phone calls
 3. Parent attends orientation meeting- must submit the written parent survey and program selection form within 5 days. (Every attempt will be made for parents to complete it during the orientation meeting)
 4. Parent selections will be entered in the ELPC in ATS by Amanda Lockwood, the ELL Compliance Specialist and copies of the forms will be maintained in a binder
 5. If a parent does not attend the orientation meeting, a new meeting will be scheduled, and the parent will receive an invitation and a phone call requesting their attendance.
 6. All outreach methods will be documented in ELL outreach database and copies of letters will also be maintained in a binder.
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.

As mentioned above after the parent watches the parent orientation video, parents will be asked to complete the program survey and selection forms. If the parent wishes to complete it at home, then the parent will be informed they have 5 days to complete and return the survey and form. The parent program choice will be entered in the ELPC screen in ATS and in the PS 9 ELL registration database on the network drive, by Amanda Lockwood, the ELL Compliance Specialist, furthermore copies of the forms will also be maintained in a binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a parent does not attend the orientation meeting, a new meeting will be scheduled, and the parent will receive another invitation and a phone call requesting their attendance. As ELL communication methods and program selections and will be entered into a PS9 ELL database, the data can be filtered to identify parents who have not completed a program survey nor program selection form, and therefore will continue to receive outreach to ensure submission of the necessary forms.
9. Describe how your school ensures that placement parent notification letters are distributed. Such as the entitlement and non-entitlement letters, Amanda Lockwood, the ELL Compliance Specialist, in compliance with LAP procedures, ensures that placement parent notification letters are distributed to students who require them. Records of these documents are maintained in a binder, and entered into the P.S. 9 ELL registration database.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original signed and completed HLIS forms, program survey and selection forms, LPT NYSITELL determination forms will be placed in the students' cumulative records. These are part of the student's permanent record. The school secretary will scan such forms and make a photocopy to be kept by Amanda Lockwood, the ELL Compliance Specialist. In addition Amanda Lockwood will also keep copies of any other communication with the parents, including entitlement, non-entitlement letters, invitations to orientation meetings and annual parent meetings, placement letters, continued entitlement letters, etc. Additionally, these forms of communication will also be entered into the P.S. 9 ELL registration database to facilitate access to information to all ENL team members, and the Assistant Principal who supervises ELL program and services.

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.

Stefania Zivan, the Testing Coordinator, is the person responsible to make certain that all who are eligible to take the spring NYSESLAT exam are administered the assessment. Ms. Zivan collaborates with Amanda Lockwood, the ELL Compliance Specialist, and all components of the NYSESLAT are administered to ELL students within the window of testing according to the NYCDOE periodic assessment dates. Students who are absent for portions of the exam are picked up for testing during the make-up periods. Teachers who are involved in giving the test to students receive professional development prior to the administration period. The Testing Coordinator and ELL Compliance Specialist also ensures that all teachers are familiar with the testing process, and have the appropriate materials, such as a DVD player to use for the listening portion at specific grades.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Based on the spring NYSESLAT results from the previous academic school (2014-2015 AY, for this year) parents of students who are deemed to continue receiving ELL services will receive continued entitlement letters and the type of support their student will receive based on their proficiency level. These letters will be sent in the parent's preferred language. Additionally, students who acquire a Commanding proficiency level based on the NYSESLAT will receive a non-entitlement transition letter, explaining the transitional services and supports their student will receive for academic year.

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 a review of parent survey and parent program selection forms from the past years, the trend in parent choice has been the Spanish TBE program for newly arrived students who only speak Spanish. This is based on where the student falls along the LABR/NYSITELL spectrum of proficiency. For students who scored in the Transitioning and Expanding ranges of the NYSITELL, their parents have more frequently selected Stand-alone or Integrated ENL classes if available on the grade the student is enrolled.

After the parent orientation meeting, where parents are informed of the three instructional programs available in NYC, parents are able to make a decision on the program choice for their student. As per the Aspira Consent Decree, parent requests have matched with the program models offered in our school, with the exception to occasional inquiries about dual language program offering, which are not currently offered at P.S. 9. In those cases, the parent is informed that the school does not currently offer a dual language program. Parents are offered the option of enrolling their student in an existing ELL program available at P.S. 9. If the parent does opt for a different type of program, Amanda Lockwood, the ELL Compliance Specialist keeps a running record of such parent requests for a Dual Language program, so that if 15 requests are made in two contiguous grades, then our school will then be obligated to offer a dual language program according to parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

At P.S. 9 we have various ways of delivering the ENL instructional program to meet the many varying needs of our students in order to maximize student learning and be able to provide the necessary supports for the different English proficiency levels.

Across all grades there will be a mixture of self-contained ENL classes where a dually certified teacher will provide both stand-alone ENL and Integrated ENL, and classes where there will be a combination of Integrated and Stand-alone ENL through a pushing in and pulling out model. Grades 1, 2, 3, and 5 will have self-contained ENL classes taught by dually certified teachers. In grades 3 and 5 there will also be ICT classes where one teacher is dually certified to meet the needs of the ELLs in the class who may have an IEP, therefore minimizing time students need to be pulled out for ENL instruction, and allowing both the ENL and Special Ed teachers to jointly plan instruction that will meet the needs of ELL students with IEPs.

Instruction is differentiated for students not only according to language proficiency, but for skill and ability. Entering and Emerging students are grouped to receive 360 minutes of weekly ENL and stand-alone and integrated ENL instruction, whereas Transitioning and Expanding students will receive 180 minutes of integrated ENL instruction. Students who have attained the Commanding proficiency level on the NYSESLAT receive 90 minutes of integrated ENL instruction.

- b. TBE program. *If applicable.*

Transitional bilingual classes are homogenous only according to grade and program type selected by the parent: Transitional Spanish Bilingual. Students travel together to specialist classes in a block. However, within the various transitional bilingual classes there is a wide range of English language proficiency from Entering to Expanding across all grades, this poses a challenge in meeting the varying programming ENL needs. In order to meet the ENL needs, all students in a TBE program will get at least one unit of Integrated ENL/ELA (180 minutes) and only the Entering and Emerging students will receive additional stand-alone ENL instruction. 180 minutes for Entering students, and 90 minutes for Emerging students. Furthermore, all students will receive Home Language Arts Instruction in Spanish, and Bilingual content area instruction in Spanish, the units will vary depending on students' proficiency level.

- c. DL program. *If applicable.*

Not Applicable

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)?

TBE Program

Based on the C-Part 154 and the chart listed on the NYSED, all students in a TBE program will get at least one unit of Integrated ENL/ELA (180 minutes a week) and only the Entering and Emerging students will receive additional stand-alone ENL instruction. 180 minutes a week for Entering students, and 90 minutes a week for Emerging students. Furthermore, all students will receive Home Language Arts Instruction in Spanish, and Bilingual content area instruction in Spanish, the units will vary depending on students' language proficiency level.

Self-Contained ENL Program

Based on the C-Part 154 and the chart listed on the NYSED, all students in a self-contained ENL program where the teacher is dually certified in both ESOL and Common branches, ENL instruction will be delivered by the classroom teacher. The teacher will deliver both the stand-alone ENL and the integrated ENL. All students will receive 180 minutes a week of Integrated ENL and only the Entering and Emerging students will receive additional stand-alone ENL instruction; 180 minutes a week for Entering students, and 90 minutes a week for Emerging students. Commanding students will receive 90 minutes a week of Integrated ENL instruction.

ENL Program- for students who are not in Self-contained classes

Similar to both the TBE and self-contained ENL programs, ELL students who must receive ENL instruction will receive 180 minutes a week of integrated ENL instruction, where a certified ESOL teacher will push-in to a class and co-teach with a K-6 certified teacher, or a dually certified teacher will pull out students. Entering and Emerging students will receive additional stand-alone ENL instruction through a pull out model by a certified ESOL teacher; 180 minutes a week for Entering students, and 90 minutes a week for Emerging students.

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.

Each program model, TBE self-contained ENL and free-standing ENL with push-in and pull out instruction ensures that instruction in the content areas is delivered. In TBE classes, the language of instruction is Spanish for two content areas i.e., Math and Science. In free-standing ENL classes, the teacher instructs in English with the necessary supports in the home language and a focus on English Language acquisition. The following is the instructional approaches and methods to attain instruction and enrichment:

Instruction in Integrated ENL classes is delivered via cross-curricular immersion. Students learn by using all modalities to acquire understanding. Students speak, listen, and hear modeled English teachers, content specialist teachers and peers. Students will be able to access the content by interacting with classmates with varying levels of language proficiencies, which allows them to practice and develop an enriched language.

In order to provide even greater enriched activities to make content more accessible to ELLs the science specialist teacher has developed a science laboratory with living things; plants and animals. The annual Science Fair is also an event that students prepare for, and look forward to. Students are engaged in a number of activities that benefit various community groups as they participate in student council programs. Additionally, specially funded programs, such as LEAP, which brings teaching artists to the school, assists in content area learning. The school has contacted groups who deliver content area learning via the performance arts of music, drama, poetry, and athleticism.

In Mathematics, students may be grouped according to academic and/or intervention needs, depending on the content that must be mastered. The GoMath curriculum PS 9 currently uses provides ELL students the opportunity to develop oral academic language using "Math Talk" In early childhood classes, the content areas are subsumed under thematic instruction. Content area instruction becomes more specialized as the student moves through the upper grades. There is also a great deal of collaboration between ENL and K-6 monolingual class teachers of students in their programs. ENL and TBE teachers also meet and collaborate to implement the best practices for the development of language proficiency.

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

Teachers use ongoing formative assessment tools which consist of collection and evaluation of student work, rubrics, portfolios, checklists, student self-assessments, surveys and questionnaires to assess home language development and literacy skills. In grades K - 2, we use Estrellita, a Spanish language literacy development program. Teachers in the early grades progress through a program of assessment and instruction that places students through Sonidos Iniciales Assessments. Students' progress through "Silabas," to "Oraciones," and "Palabras" of all vowel letters and combinations therein. A regular course of study with prescribed chants, activities, and games takes place on a daily basis.

The program is also available to upper grade students who lack basic native language literacy skills. Upper grade TBE teachers and K-2 teachers who use Estrellita collaborate to ensure that upper grade students with home language reading deficiencies join the Estrellita instructional period and follow through with independent practice. Since research shows the relationship between the progress of home language fluency and English language development, PS 9 sees this as an important gap to be addressed, especially for SIFE students.

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

TBE and ENL teachers use ENL rubrics to grade performance-based tasks and ensure students are meeting Language Proficiency Standards. Rubrics are also applied on formative assessments developed by the ENL and TBE teachers. Additionally, during common planning time, teachers review and share materials that directly support the four modalities.

All the ELLs throughout the school have a portfolio containing speaking, listening, writing, and reading related tasks. These modalities are assessed three times per year (fall, winter, and spring) using a rubric that is based on the NYS ENL Learning Standards. Additionally, periodic assessments are used in the fall to monitor and predict student performance in the spring NYSESLAT assessment. This allows teachers to determine instructional targets in language proficiency areas of need. Collective data allows the administration to make decisions around programming.

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

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

- 6a. To ensure that our SIFE students receive appropriate instruction, they are provided with the necessary interventions using the Estrellita Program, if they are in need of strengthening the foundations in their home language. Another option available to our SIFE students is the provision of the services of a bilingual paraprofessional. We will also continue to use other

programs and interventions available to us such as Great Leaps, iReady, differentiated instruction in small groups, cooperative learning, and/or individualized instruction.

6b. Our newcomers receive instruction that is developmentally aligned to the principles of language acquisition as well as the NYS Common Core Learning Standards. Students will receive Tier I and II interventions to meet their individual content and language acquisition needs in both the ELA and Math core curricula. Teachers will also use instructional strategies that promote language development such as graphic organizers, picture and textual cues. To facilitate comprehension, teachers provide students with cognates, experiential learning, project-based learning and field trips.

6c. In order to support developing ELLs, the focus of instruction with this particular group is to continue to develop literacy skills that center around stronger vocabulary knowledge. Instructional strategies such as close reading and chunking are used with more frequency. Materials such as high interest/low readability books and articles, are also incorporated into the lessons and made available for leisure reading.

6d. The demands on our long-term ELLs and the approach are a bit more rigorous. We continue to provide RTI interventions, and continue to closely monitor and evaluate the skills that this particular group needs while strengthening the already acquired or emerging skills. Differentiated and individualized instruction is provided with the understanding that expectations for student work products are high. Students are also expected to monitor their own progress with tools such as a rubric provided by the teachers. Ongoing formative assessments are used to determine if some of the language difficulties the student may experience are the results of a learning disability; which may require a referral for a formal evaluation by the Special Education team.

6e. Former ELLs who have achieved a Commanding proficiency level within the past two years will receive 90 minutes a week of integrated ENL support. Additionally, they will also be entitled to services such as Academic after School Program, Extended Day, Saturday Academy, and After School Programs that are offered to our FELLs. Testing accommodations on New York State examinations will continue to be provided.

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.

As per the CR Part 154, upon receiving notification from the superintendent, if a student is re-identified, Ms. Bailey, the school Principal will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Ms. Bailey will meet with Ms. Lockwood a member of the ENL team, Ms. Zivan the Literacy Coach, the classroom teacher, the parent, and the student to determine if the student's progress may have been affected by the determination, and provide the necessary support services in the form of academic interventions.

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?

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

Instructional strategies such as close reading and first and second reading of grade-level materials are part of the daily practice in our ENL/TBE classrooms. The lower grades and students with low academic skills also benefit from Great Leaps and Foundations to improve student phonemic and phonological skills and reading fluency. All classroom teachers at PS 9 deliver instructions within a Response to Intervention (RTI) model that allows progressive and more intensive support for struggling students within the classroom, and through external teacher support such as the Reading teacher, RTI/Literacy teacher and Literacy coach.

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?

In our school, the ELL-SWDs classes are scheduled together with General Education classes, to provide the least restrictive environment as possible; teachers of each grade have the same common preparation period every week. During this period, teachers come together and plan, look at student work and talk about best practices. There is also a Response to Intervention team that meets biweekly to discuss students at risk and provide them with intensive instruction.

Chart

In programming ENL instruction for ELL-SWDs, we make every effort to provide push-in support for Special Ed classes so that students are not pulled from their Core subjects, and instead have the ENL teacher collaborate with the Special Education teacher to provide language acquisition support using ENL research-based strategies. This year we even ensured our staffing met the needs of our ELL-SWD students by providing two ICT classes that have both a Special Ed teacher and a dually certified ESOL and Common Branch (K-6) teacher to provide the necessary scaffolds and interventions that will help the ELL-SWDs meet both their IEP goals and attain English proficiency.

At P.S. 9 we teach our ELL-SWD using a Common Core State Standards aligned curriculum; ReadyGen ELA and GoMath. In both curricula, there are level three Response to Intervention (RTI) activities to support students who struggle with new concepts. The school also implements the Great Leaps Reading for the third to fifth grade students who are struggling, readers every morning for 20 minutes. There is also Foundations from the Wilson Reading System for Kindergarten to Second grade to support students with Phonics instruction.

There are certain instructional strategies that teachers use in their classrooms to enable diverse ELL-SWDs to achieve their IEP goals; Teachers conduct multiple assessments: formal, informal, diagnostic, formative, summative, quantitative, and qualitative to determine students' strengths and areas of need first, then plan lessons that will meet the need of each learner. Once difficulties in specific skills are identified, interventions are designed to support students in acquiring the targeted skills. Teachers use explicit instruction: make classroom expectations clear (Essential questions and objectives). Classroom procedures are orderly, structured, and predictable. A purpose for learning is always established. Teachers model desired outcome and guide students through new learning and model strategies through think-alouds.

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 Chart	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*
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 Dually 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.

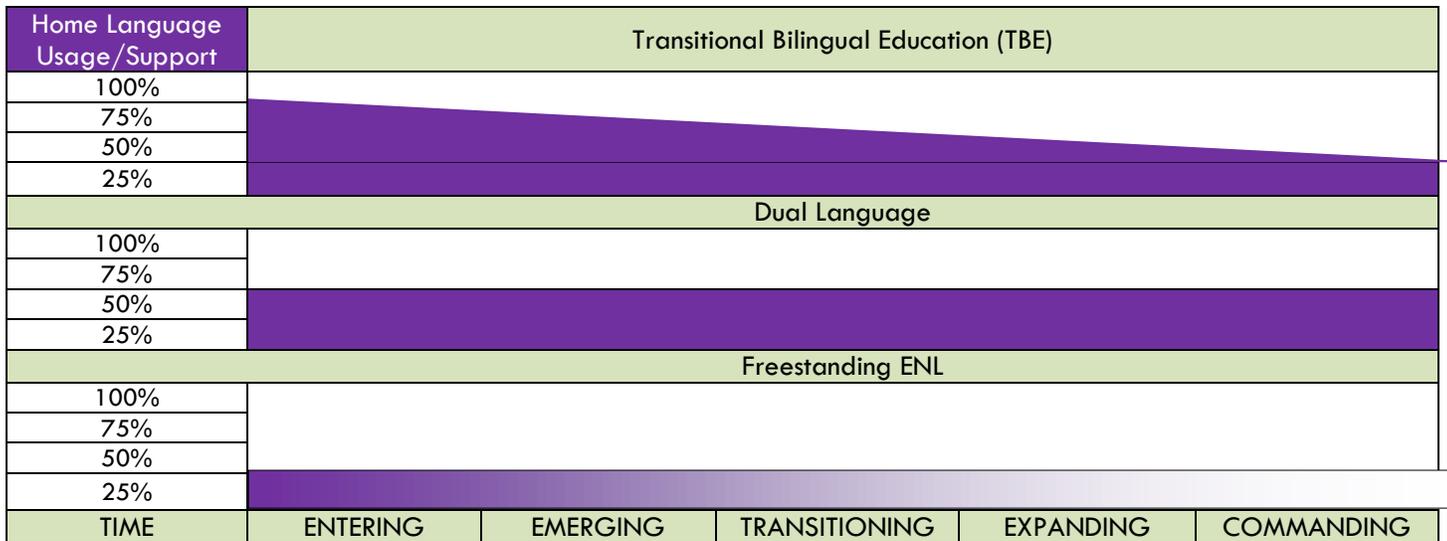


*Note: “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ELLs at PS 9 have included small group intensive instruction based on Foundations for students in grades K-2, using a classroom-based RTI model to provide targeted instruction to struggling students. And last year we piloted Imagine Learning for 1st grade students in a TBE program, a web-based program to develop language and literacy skills, and Study Island for students in grades 3-5 to support them with acquiring the necessary skills to master the NYS Common Core Learning Standards.

A Title III funded a technology based after school program twice weekly by licensed ENL teacher to offer students in TBE programs from grades 2-5, additional support as they worked in grade level and mixed-grade cooperative learning groups using technological tools such as iPads, laptops, and computers.

This is in addition to the Saturday Academy program that provides students with support in ELA and math instruction. Teachers use NYSESLAT data, with other formal and informal assessments to determine differentiated needs. This quantitative data, added to a host of qualitative data that the teachers collect and share, provides for meeting the needs of the total student.

During the Title III technology after school program and the Saturday Academy, ELLs are taught by licensed ENL/bilingual teachers who cover cross-curricular materials, including Social Studies and Science.

Throughout, best practices and strategies for the instruction of ELLs to acquire English are put in place. Professional Learning opportunities are afforded to all teachers of ELLs to understand the varying needs of ELLs and instructional practices that will support new language acquisition.

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

Our ENL and bilingual programs are taught by licensed ENL/bilingual teachers who through ongoing collaboration design data-driven instruction targeting students' areas of needs, while strengthening the emerging skills. At the beginning of the school year, teachers administer a baseline to assess literacy and math skills.

Ongoing formal and informal assessments are administered to gauge student progress and teachers are able to adapt their lessons accordingly. The freestanding ENL teachers use a combination of push-in and pull-out services to provide academic and language support in the classroom, and small group instruction according to proficiency levels.

Our programs are responsive to student performance, meaning that the design of the programs is based on the needs of our students. The initial assessment taken by our students is the DRA2, which is administered three times during the course of the year. Each time that the DRA is administered, an item analysis is done to help teachers set goals targeting skills that need to be developed to increase comprehension and reading fluency.

Due to the effectiveness of our programs and interventions, our students made academic gains during the 2014-2015 school year. The Developmental Reading Assessment2 (DRA2) was administered to 241 ELL students, once in the fall, the winter and spring, to gauge student progress in independent reading fluency and comprehension. According to the results, 198(94.7%) made progress. At least 29.6% made progress of one year or more.

During the spring of 2015, a total of 250 ELLs participated in the NYSESLAT testing. 124 (50.3%) students were able to move at least one proficiency level or more. A total of 50 (20%) students scored in the Entering level range, 36 (14%) scored in the Emerging level range, 38 (15%) scored in the Transitioning level range, while 87(35%) scored in the Expanding level range. 39 (16%) students were able to achieve the Commanding level, therefore will be now classified as Former ELLs.

In 2014 there were 84 students at the Advanced level and based on the spring 2015 NYSESLAT results there were 124 students who achieved either Expanding or Commanding proficiency level.

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

This upcoming school year we are considering using Achieve 3000 which will allow students to work independently on instructional targeted needs. We also plan to provide additional training to improve and increase the use of iReady across all classrooms. These tools will allow us to pinpoint skills students are struggling with, and be able to differentiate instruction for all students, especially ELLs. Additionally, we will use MyOn a digital library with more than 9,000 books and multimedia, which also includes assessments and close reading tools. Teachers will be able to track student's reading growth and activities.

13. What programs/services for ELLs will be discontinued and why?
We will not continue to use Lexia, as it was pilot program and we did not receive the necessary funding nor support to be able to continue using it in the future. Give the opportunity to use again we would certainly consider using it for small group Tier III RTI support.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Considering one third of the population at P.S. 9 is English language learners. We ensure that there is equity to access for all parents and children. Starting with our parents, we ensure that all material that is sent to the home is available in two languages. Translation and interpretation is available by a range of PS 9 staff. Teachers, parent coordinator, PTA members, secretaries, school aides, teaching and social work interns, and guidance counselors can speak Spanish.
- Well-attended "Meet the Teacher" has an opening assembly that is presented in two languages. Breakfast with the Principal, alternated with Dinner with the Principal, is also presented in two languages. Parents feel welcome and informed as a result. Parents receive information on a range of topics focusing on instruction, as each teacher presents a beginning of the year program to inform parents about curriculum. Parents are also informed about compliance as pertains to Title I, ELL and Special Education issues. Parents receive ongoing information about the school-day, after-school programs, Saturday Academy, and recess programs. Finally, we welcome parents' questions and search for information to support their children both socially and academically.
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.
Every classroom has a smartboard and laptop, to allow teachers to access digital resources and provide ELLs with visual and audio to support and enhance student learning. Additional resources such as student response systems and document cameras are available in the computer lab. In addition, each classroom is equipped with at least three working computers, except for Kindergarten, which has only one computer. The bulk of our technology was distributed amongst the upper grades, as these students need to conduct research. Aside from these resources, we have a computer lab available upon request; with the support of the technology specialist. There are iPad and laptop carts available when needed for classroom activities. Ready Gen, our literacy program, includes online resources and class activities for ELLs. Go Math, our mathematics curriculum, supplements its units with interactive online games and activities, with the option of accessing the program in Spanish or English. Brainpop Jr. for the K-3 students, Brainpop, for the 4-5 students (with a Spanish language option), and Brain POP ESL cater to the academic needs of all of our students across grades and proficiency levels. Other online programs available to our students are Reading A-Z, which provide focuses on guided reading, with reading materials categorized by levels and content. We also use iReady, and this year we will have access to MyOn an online digital library with more than 9,000 resources for all our students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is provided through each TBE teacher in the classroom. Home Language Arts, and instruction in the content areas is delivered in this way. Home language library collections are housed in each TBE classroom, in the school's library, and the Literacy room. Home language is also supported in the ENL classes by ensuring students who share a common language are grouped together and providing scaffolds in the home language that will assist students to in acquiring the English language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All instructional programs and materials identified for use with ELLs are matched, modified, and/or adapted to meet the developmental levels of our ELLs as there is no one-size-fits all model that can work. All of P.S.9 teachers engage in this kind collegial work to ensure that their students are provided equal access to the curriculum based on developmental needs. Resources are shared among teachers across grades and specialty areas.
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).
The new student is welcomed to our school by the one of the members of the ENL team, Ms. Lockwood, Ms. Lancut, Ms. Torres, or Ms. Breton. These ENL teachers are the first contact upon arrival at P.S. 9. They are given a general orientation and they are introduced to the new teacher that the child will be placed with until the NYSITELL can be administered to determine if a student is an ELL. When the results are known the parents are invited to a parent orientation meeting with a certified ESOL teacher, at which time the parent can select the program of choice for his/her child, if it has been determined that the student is an ELL.
- In the child's homeroom the receiving teacher provides extra support as the child becomes acclimated to the new class. He/she will be assigned a buddy to further assist in becoming familiar with class procedures. P.S. 9 has been able to offer early registration, and NYSITEL testing. This has provided added time for the school and family to prepare the student for a smooth start to school.
19. What language electives are offered to ELLs?
Because we are an elementary school, language electives are not offered at this level.
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)?

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

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 development plan for ELL personnel is a living document, and it is a comprehensive one that will include, school administrators, the ENL Team, school secretaries, ENL and bilingual teachers and all teachers.
 1. School secretaries will be trained on the incoming process of new students to determine student enrollment status and steps that must be followed. They will also be trained on best practices, protocols to follow, and the retention of records. To minimize clerical errors and provide with checks and balances.
 2. The ENL team will be trained on the CR Part 154, the Steps within the ELL identification process, recordkeeping, student enrollment statuses, and the collection, processing and record-keeping of the parent surveys and program selections
 3. ENL and bilingual teachers professional learning will focus on language acquisition, best practices for co-teaching, integrating language and content instruction for ELLs, among many other instructional strategies. Additionally, they will receive training on administering the NYSESLAT exam, and using data to guide instruction.
 4. School administrators and all classroom teachers will receive at least 5.25 hours of professional learning on language acquisition and the varying needs of ELLs. They will also receive support in providing ELL students with targeted RTI supports to improve academic performance.
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?
ELL teachers will receive PDs on accessing the tools on EngageNY in order to better support ELLs in egaging with the Common Core Learning Standards. Additionally, Southern Cross consultants will provide teachers of ELLs with onging classroom coaching targeting instructional practices that will help them meet the needs of their ELL students in meeting 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?
P.S.9 supports staff such as the guidance counselor, mandated related services counselor, and social worker orient and support students in the Spring before their gradutaion to middle school as ELLs. The Literacy coach has supported teachers in instructing ELLs on the use of graphic organizers, study skills, and organizational strategies that would become instrumental in the students' success in middle school.
4. 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.
As per the CR Part 154 all teachers are to receive a minimum of 5.25 ELL-specific professional learning hours, and ENL and bilingual teachers are to receive a minimum of 17.5 hours of ELL-specific training in order to meet the instructional needs of students. As it has always been our focus to meet the needs of our ELL students, these hours will not only be met, but will be exceeded during the Monday Professional Learning time from 2:20-3:40pm, as well as during voluntary afterschool learning series, and lunch and learns on various topics that will range from pedagogy to content knowledge and using digital tools to enhance learning.

All agendas and attendance sheets of professional development activites are submitted to the Staff Developer. Additionally the school maintains an excel spreadsheet with the record of attendance to any outside workshops and how they relate to ELLs. Teachers are also required to maintain a log of all their professional development activities.

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?

As per the UFT contract teachers of ELLs may use Tuesday afternoons from 2:20pm-3:10pm to meet and outreach with parents. During these times, parents will be invited at least once a year to meet with individual teachers to discuss the student's language development progress, and assessment results. If a translator is necessary, the classroom teacher will discuss with the Parent Coordinator to be able to secure a qualified interpreter/translator in the home language. The ENL team will also be on hand to answer any questions related to the proficiency assessment results and to provide parents with guidance in ways parents can continue to support student learning at home.

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.

Amanda Lockwood, the ELL compliance specialist will collect attendance sheets for the annual individual meetings with ELL parents, and enter the information into the ELL database. This will allow her to follow up with parents who may not have had the opportunity to attend an annual meeting to be able to continue outreach efforts to ensure all parents of ELLs have had the opportunity to meet with school staff to discuss their student's language development process.

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

The parent coordinator outreaches to parents of ELLs to provide them support with accessing information about academic expectations, student progress and ways in which they can support their children. She coordinates community events at school, such as Halloween family event, a Thanksgiving Dinner, and field trip to the NYS English Language Learner Parent Conference at NYU. The parent coordinator is bilingual, and is able to provide translations in Spanish. Parents are informed that they may contact the parent coordinator if they need any translation of school communication to any other language other than Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 9 is fortunate to be the host of a borough-wide Welcome Center for adults. ESL/English classes are offered that provide help with citizenship and career. As parents acclimate themselves to a new culture, they are also in proximity to their children who are being educated in the same building. Parents become familiar with the operation of the school, and functions of the school in preparing their young for college and career readiness. With the support of the NYS/NYC Regional Bilingual Education Resource Network, through Fordham University, we are able to provide our ELL parents with access to workshops and conferences that support parents with information on services and instructional programs available for ELLs.

At PS 9 it is our goal to meet the translation and interpretation needs of all families. There are many members of the PS 9 community who are able to provide interpretation/translation services to Spanish speaking ELL parents. If we require interpretation or translation in any other language, we are able to contact the NYCDOE Interpretation and Translation Unit. We also utilize Legal Interpreting Services (LIS), an approved NYCDOE vendor for any additional interpretation or translation needs.

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

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

The parent coordinator sends out surveys on desired workshops, events and needs to be able to schedule events that meet the needs of our parents. She is also available to meet with parents to build a strong relationship and support parents in becoming partners in educating their children. Through the NYC School Survey, we are able to receive feedback on crucial aspects of the school environment such as the curriculum, safety, and the overall learning environment. School leaders along with teacher teams evaluate this data, to see how we can make necessary adjustments that meet the needs of all students and parents.

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

There are many venues for parent involvement; these include Meet the Teacher Night and the monthly Breakfast or Dinner with the Principal. During these events communication is provided in both English and in Spanish, as translation is provided by Mr. Severino or Ms. Sifonte both Spanish-speaking assistant principals. Parent involvement on the School Leadership Team is not only mandated, but welcomed by parent representatives. The PTA is another venue for involvement in the school. Through the PTA parents volunteer to assist with Picture Day, graduation, Multicultural Day with food and performance, and parent conference evenings. Parents attend many celebratory events in their children's classrooms and during assembly programs.

Translation services are available through contract as a result of the DOE compact to communicate and involve parents where possible. Translation contracts are paid for through the fund for School Allocations for this purpose. PS 9 has used Legal Interpreting Services (LIS,) located in downtown Brooklyn for a number of years. As a DOE approved vendor, a request is put in via a request form for the projected number of hours required for an event.

It is also possible to contact the DOE Translation & Interpretation Unit to enlist their aid for language translations of documents like letters, flyers, surveys, and handbooks among other documents that are not available for mass production in the DOE recognized language base. Please see the CEP addendum on Language Translation and Interpretation according to the Chancellor's regulations 2013-2015 for an at length explanation.

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.

N/A

School Name: Ryer Avenue Elementary School

School DBN: 10X009

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)
Jacqueline Bailey	Principal		10/31/15
Berna Sifonte	Assistant Principal		10/31/15
Mara Resto	Parent Coordinator		10/31/15
Amanda Lockwood	ENL/Bilingual Teacher		10/31/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Stefania Zivan	Coach		10/31/15
	Coach		1/1/01
Ricardo Mendez	School Counselor		10/31/15
Melodie Mashel	Superintendent		10/31/15
Socorro Diaz	Borough Field Support Center Staff Member <u> Deputy Dir.</u> <u>For ELLs</u>		10/31/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 10X009 **School Name: Ryer Avenue Elementary School**
Superintendent: Melodie Mashel

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.

A Parent/Guardian Home Language Identification Survey is completed by a parent/guardian of every new student who is enrolled at PS 9. This survey helps us identify the predominant language spoken at home, and the desired oral and written preferred communication language. Each fall, data from various ATS reports, such as the RHLA, and RPOB, assist to identify the home language and place of birth of the PS 9 student body. The RADP lists home languages of all students. This information, coupled with teacher feedback on languages spoken by parents and guardians, assists in identifying written translation and oral needs of the school. Data collected on the Language Allocation Policy will guide this determination, as well.

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

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

Less prevalent languages are supported by the DOE's Translation and Interpretation Unit, as needed. Outside DOE approved translators have been used to serve the needs of students, for content area New York State exams. Ms. Martha Embola, Assistant Principal, is fluent in French, and has used her ability to meet our families' needs. We also have teachers on staff who are fluent in some of the African dialects represented in our school. Parents who are familiar and experienced with our school, who have children enrolled for longer periods of time, have also served as translators for their peers. Our school purchased a simultaneous oral translation tool, modeled after the United Nations, to be used during open forum and other school-wide events that take place in our auditorium.

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.

All of the school's written and oral translation needs have been met for the school's primary second language, Spanish. The following is a list of all the parent's preferred languages:

1. English
2. Spanish
3. Arabic
4. Twi
5. Mandinka
6. Bengali
7. Soninke
8. Urdu
9. French
10. Fulani
11. Ga
12. Macedonian
13. Russian
14. Seneca

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.)

The school has the experience planning for required translations in Spanish, the primary preferred home language aside from English that will become necessary through the school year. To begin the school year the principal uses the United States Postal Service to send a welcome letter home to parents in

both English and Spanish. Individual teachers prepare parent letters that are translated into Spanish for parents. Recent practice has been single letters presented by a grade for translation to ensure coherence, standards, and expectations. Since some parents may be only fluent in the spoken language, teachers and staff are available to offer a readout of printed material. As described above, the year will course through various ELL documents, pre-translated by the NYCDOE, and available for distribution. Extended Day and After-school notices will be translated by the school into Spanish. Gifted and Talented Testing, results of state testing, Summer School, a bid for a safe and academically productive summer are all examples of centralized and school based documents that will be offered in translation, written and/or oral.

The following are some additional documents sent home in both English and Spanish:
Invitations to Meetings, Conferences, Special School Events
Progress Reports/ Report Cards
Newsletters
Monthly Calendars

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.

The following are some formal face-to-face meetings we will have throughout the year:

Meet the Teacher Night- Sept. 2015
Breakfast or Dinner with the Principal- monthly
Curriculum Nights- fall/spring
Parent Teacher Conferences- Nov. 2015, Mar. 2016, May 2016
Multi-cultural Day- Winter 2016
Field Day- Spring 2016
Title I Meeting- Fall 2015
Graduation- June 2016
Honor Roll/Awards Cermonies- May 2016

Additionally we will provide ongoing parent workshops, IEP meetings, Pre-Kindergarten and Kindergarten pre-registration sessions, meetings with Guidance Counselor and Assistant Principals

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.

The School Leaders are experienced with the required translation needs, and are able to anticipate administrative and organizational needs. There is a flow to securing the required documents in a timely manner so that parents will be able to receive and respond to requests, as applicable. Because most documents are translated by key School Leaders, the information is available and disseminated quickly. Parents are continuously informed to contact the Parent Coordinator if they need any communication

they receive in another language besides Spanish. Additionally, the Translation and Interpretation Unit (http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit) offers many templates for some important school documents such as notices about school holidays, parent-teacher conferences and other announcements. We ensure we utilize all the available resources at our disposal, so that we can meet the translation needs of all the members of our school community.

Additionally, translation for New York state testing is acquired through an outside vendor, Legal Interpreting Services, (LIS,) which our school has used consistently for no fewer than four years, and is an approved vendor. It should also be noted that the borough-wide Welcome Center is housed in our school building. This resource is an additional vehicle through which multiple language translations can be arranged. The Welcome Center instructional staff and parents have participated in our school events. They have also offered translation services for letters, flyers, surveys, and handbooks, among other documents.

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.

Meet the Teacher Night, Parent Teacher conferences, Honor Roll, IEP meetings, Parent Workshops, Holiday Assembly. Promotion-in-Doubt meetings, Science Fair, Multi-cultural Day, Field Day and Graduations are held in both English and Spanish.

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

The Language Access Coordinator keeps a roster of all the bilingual faculty and staff members who are available to assist with interpretation needs of the school, in addition to the school leaders and the main office secretarial staff.

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.)

The Language Access Coordinator (LAC) will complete the LAC Online Training Module by the Translation and Interpretation Unit. She will then train school leaders, the Parent Coordinator and school secretaries on ways they can support families who have limited-English proficiency. The LAC will also notify parents of their right to language translation/services, and notify school staff of language assistance services available to them. The Parent Coordinator will post Multilingual Welcome Posters informing parents of Translation and Interpretation services available to them. The main office personnel

will have Language ID cards in the main office to assist parents with their language needs. Furthermore, all teachers have received a copy of the "I Speak..." card, which includes the phone number for over-the-phone interpretation.

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

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

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

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

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)

The LAC and the Parent Coordinator will monitor the effectiveness of the Language and Interpretation plan. The Parent Coordinator will keep in constant communication with parents to inform them of translation and interpretation services available. She will also ensure the welcome posters are properly displayed and parents have the opportunity to share feedback and satisfaction of the support they receive via a parent survey.

The LAC will ensure key documents are translated in a timely manner, and school staff are aware of the language and interpretation services available. She will monitor the preferred languages of students' parents and guardians, and ensure we are meeting their language needs. She will also monitor on-site interpretation service requests for students taking the NYS standardized exams.