2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 10X009
School Name: P.S. 9 Ryer Avenue Elementary School
Principal: JACQUELINE BAILEY
Comprehensive Educational Plan (CEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Rye Avenue Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>10X009</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>PK-5</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>230 East 183rd Street</td>
</tr>
<tr>
<td>School Address:</td>
<td>230 East 183rd Street</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-584-3291</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-584-7579</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jacqueline Bailey</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jbailey5@schools.nyc.gov">jbailey5@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Jacqueline Bailey</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Carmen Perez</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Marisol Colberg</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Lucy Vigilant</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Esperanza Medina</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

#### District Information

| Geographical District: | 10 |
| Superintendent: | Maribel Hulla |
| Superintendent’s Office Address: | 1 Fordham Plaza, Rm. 836, Bronx, NY 10458 |
| Superintendent’s Email Address: | mhulla@schools.nyc.gov |
| Phone Number: | 718-741-5852 |
| Fax: | 718-741-7098 |

#### Field Support Center (FSC)

2018-19 CEP
<table>
<thead>
<tr>
<th>FSC: Bronx</th>
<th>Executive Director: Jose Ruiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address: 1 Fordham Plaza, Bronx, NY 10458</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address: <a href="mailto:JRUIZ2@schools.nyc.gov">JRUIZ2@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-828-7776</td>
<td>Fax: 718-828-3113</td>
</tr>
</tbody>
</table>
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Bailey</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Carmen Perez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Marisol Colberg</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Esperanza Medina</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lucy Vigilant</td>
<td>Member/ Teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Anthony Muia</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Catherine Nettey</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Joanne Mountrichas</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Melissa Ferraro</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Vacancy</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Vacancy</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td></td>
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<tr>
<td>N/A</td>
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<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 9’s mission is to <strong>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.</strong> This mission along with the Framework for Great Schools, the Chancellor’s School Diversity Plan: Equity and Excellence for All, the Hallmarks of Advanced Literacy, and Every Student Succeeds Act, served as the central and focal point in creating this plan as will the goals, strategies and actions within the plan. As a collaborative learning community, PS9 takes our mission statement to heart and actively finds ways to incorporate...</td>
</tr>
</tbody>
</table>
the aforementioned initiatives, without losing its essence. Our mission statement is the framework or the point of departure in the process of the development of our Comprehensive Educational Plan.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 9 is an inner city community school, located in the Fordham section of the Bronx. Due to its diverse demographics, the leadership of the school is in constant exploration of ways to be culturally responsive to the needs of our learning community. It is for that reason that we actively seek to create opportunities for our students that will enhance their school and personal experience. One example of this is our ongoing relationship with the Sports and Arts in Schools Foundation (SASF), that allows us to provide both academic and social support to our students. This collaboration speaks to our commitment to create and strengthen community relationships, as stipulated in the Framework for Great Schools Strong-Family Community Ties element. The partnership between PS9 and SASF, benefits our students in that both organizations unite efforts to carefully select rigorous materials to be used in their academic portion of the program. This is one way to ensure that our students succeed in literacy, math, sports as well as socially. Providing the participating students these opportunities align with ESSA and the Hallmarks of Advanced Literacy, as every child is given the opportunity to continue developing their skills in writing, rich discussions and other disciplines.

Additionally, we have other ongoing partnerships that support our students. Learning through Expanded Arts (LeAp), involve professional artists that enhance the core curriculum by fostering creativity and stimulating students’ curiosity. Our partnership with Literacy Inc. (LINC) helps to empower families with the acquisition of the skills and knowledge necessary to support their children in developing early childhood literacy skills. As their mission states, LINC believes “individual communities possess the resources and the ability to raise accomplished children.”

To cultivate socially responsible students, we involve our students in charitable activities such as food can drives and Grandma Carmelita, a program where our students visit the elderly in a nearby nursing home. To raise awareness of community service, sustainability, and self-sufficiency Ms. Vigilant, our School Librarian, parent volunteers, and students have established a “Peace Garden.” This garden has given our students and parents an opportunity to connect with the environment, explore the basics of gardening, learn where food comes from; bringing our Science curriculum to life, through real-world, hands-on experiences and activities. We also have a Title III project-based Civics through Literature and the Arts Program, which in addition to supporting our students with their academics and civic knowledge and responsibilities, helps them develop initiatives to take care of their community with activities such as the cleaning of the Slattery Park, creating a rock garden with positive messages, and other community-centered service projects.

Professional learning is always an integral part of our strategic plan to develop our teachers. After having visited, P.S. 359 (Concourse Village Elementary School) a “Thinking Maps” Showcase School, with similar demographics to ours, we decided to explore the use of “Thinking Maps” in our school. In order to implement the use of “Thinking Maps” in our school, teachers have received and will continue to receive extensive training on using “Thinking Maps” in all subject areas. Thinking maps is another way in which we as a school incorporate the Hallmarks of Advanced Literacy. We are also in the second year of our Peer Support Guided Reading initiative; this is a partnership between teachers to provide small group skills-based guided reading support in the K-3 classrooms. During Peer Support Guided Reading, teachers push into each other’s classrooms to support the students through guided reading and small group instruction. This structure allows teachers the opportunity to work with each other’s students, while the students benefit from working with a different instructor.

Additionally, our school continues to receive support from the Universal Literacy Reading Coach (ULIT Coach), who works in concert with our k-2 teachers to help their students develop early literacy skills by improving their practices.
in areas such as Fundations, lesson planning and instructional strategies. Our ULIT Coach also coordinates interclass visitations, observes teachers and provides constructive actionable feedback. She also reviews assessments and provides teachers with strategies and resources to improve student performance.

3. Describe any special student populations and what their specific needs are.

Our student population is predominantly of Latino and African American descent. We have approximately 840 students, of which 27.1% are English Language Learners and 19.9% are students with disabilities. Both subgroups experience difficulty with writing, as demonstrated on performance-based tasks and standardized tests. Several of these students also exhibit social-emotional challenges which makes learning more difficult. This CEP will delineate the action plan we will put into place to support these students’ various social and academic needs.

Additionally, 25% of our students do not have permanent housing, which interferes with the consistency of their education; impacting attendance, punctuality, social-emotional wellness, focus and parental involvement. Our goal is to provide these students with a safe and supportive environment, where they can achieve academically, despite their struggles and challenges, to advance equity and access for all in accordance with ESSA.

4. Identify 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.

In accordance with the Framework for Great Schools, P.S. 9 continues to make progress in the Collaborative Teachers element, as teachers work on together improve instructional practice and support student learning. The 2017-18 School Quality Guide Rating was 3.91, whereas our 2016-17 rating was 3.88. Teachers continue the work from the previous years to plan and conduct interclass visitations and provide each other with feedback. This rating indicates that our school culture has shifted to an established collaborative school community, where collaboration and collective responsibility is the norm. Teacher leaders continue to facilitate workshops and meetings through the various Professional Learning Cycles (PLCs). Through these cycles all teachers participate in collaborative learning, through interclass visitations, peer coaching, and reciprocal and constructive feedback.

We strongly believe that in order for our student to learn, we must provide them with a supportive and safe environment. Although, our School Quality Guide Rating for Supportive Environment increased from 2.93 to 3.10 in 2017-18, it is an area we feel we need to focus on. Our action plan will indicate how we plan to support our students towards meeting high expectations and providing a positive learning environment that will allow them to learn.

Our goal is to also improve our family-community ties and improve trust, by creating a bridge between community resources and our families. The 2017-2018 School Quality Guide rating indicates an improvement in our rating from 2.65 to 2.91 in this element. Although this is an area where we made the most improvement, we strongly believe we should continue to strengthen family-community ties by welcoming and developing partnerships with families, businesses, and community-based organizations. We are confident that working together will have a direct impact on student performance.
### School Demographics and Accountability Snapshot for 10X009

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>850</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>YES</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>78</th>
<th># SETSS (ELA)</th>
<th>53</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>77</td>
<td># SETSS (Math)</td>
<td>44</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>66</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>14</th>
<th># Music</th>
<th>34</th>
<th># Drama</th>
<th>34</th>
</tr>
</thead>
</table>

#### School Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>90.0%</th>
<th>% Attendance Rate</th>
<th>90.0%</th>
<th>% Free Lunch</th>
<th>91.6%</th>
<th>% Reduced Lunch</th>
<th>0.4%</th>
<th>% Limited English Proficient</th>
<th>31.5%</th>
<th>% Students with Disabilities</th>
<th>20.4%</th>
</tr>
</thead>
</table>

#### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 1.6% | % Black or African American | 15.5% | % Hispanic or Latino | 79.9% | % Asian or Native Hawaiian/Pacific Islander | 1.9% | % White | 0.9% | % Multi-Racial | 1.8% |

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th>9.07</th>
<th># of Assistant Principals (2016-17)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>2%</td>
<td>% Teaching Out of Certification</td>
<td>6%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>9%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>6.8</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>29.5%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>24.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>86%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
</tr>
<tr>
<td>Focus District</td>
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<tr>
<td>Priority School</td>
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### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
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</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
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#### High School

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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
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### Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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### Adequate Yearly Progress (AYP) in Science (2016-17)

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<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
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### Adequate Yearly Progress (AYP) in Graduation (2016-17)

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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The most important role is to teach students how to become skilled thinkers to promote their understanding and their intellectual development, as these are the major goals of education in the 21st century classroom. Thinking (usually) happens in students’ heads, but unfortunately it is not visible to either teachers or to students themselves. This means that teachers continuously need to provide stimulating and supporting activities that help our students externalize their thoughts through speaking, writing, and questioning. Thinking routines are the cornerstone for engaging and involving students in their classroom activities and tools for teachers to follow their students’ thinking process that help them discover their knowledge, misconceptions, reasoning ability, and understanding. Through routinely making thinking visible, students will be able to improve their writing skills.

The findings from the 2016-17 Quality Review shows that we ensure engaging, rigorous, and coherent curricula in all subjects, that is accessible for all learners, as demonstrated by the Well Developed Rating for indicator 1.1. This review also indicates that although, we received a Proficient Rating for indicator 1.2 in developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Framework for Teaching, it is an area we need to continue working on. Additionally, based on the Measures of Teacher Practice (MOTP) ratings from the Advance Teacher Development and Evaluation System, the average MOTP rating in component 3b “Questioning and Discussion Techniques” is 2.9, which demonstrates the need for us to continue developing teachers in instructional strategies around effective questioning, students making their thinking visible, and engaging in academic discussions. We will support the entire faculty in implementing rigorous instruction in their pedagogy to meet the needs of all learners. To address this need, we will implement targeted professional learning opportunities that will help support this goal. Along with the Monday Professional Learning time, ENL and Special Education teachers will attend off-site professional learning workshops. We will also continue to adapt the curriculum to provide the needed supports for English Language Learners and Student with Disabilities to succeed.

Based on the New York State Standardized exams, a priority area of need is to improve students’ writing skills, with a specific focus on English Language Learners. Based on the Spring 2017 NYSESLAT (New York State English as a Second Language Achievement Test) results, only 47% of the 259 students who were assessed progressed at least one proficiency level. The data also indicates, from the four modalities assessed (Listening, Speaking, Reading and Writing) across all grades, writing had the lowest average scale score of 56. By supporting English Language Learners with improving their writing skills, through the use of thinking maps, will help them succeed to meet both grade level standards and language proficiency levels.

Part 2 – Annual Goal

2018-19 CEP
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2019, the Teacher Support Team would have designed targeted ongoing professional development aligned with the school’s instructional focus on making thinking visible, to improve the writing skills of our English Language Learners. As a result, the average scale score on the NYSESLAT would have reflected an increase of at least 10 points in this modality.
Part 3a – Action Plan

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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classroom teachers, cluster teachers, supporting staff English Language Learners, Students with Disabilities</td>
<td>Sept. 2018-Jun 2019</td>
<td>Curriculum team, vertical grade leaders teams, staff developer, Reading and math coaches, and literacy and math consultants</td>
</tr>
</tbody>
</table>

Continue to refine 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. Continue to make modifications that are necessary to lessons, while satisfying NYS CCLS requirements.

School leaders will monitor the progress and implementation of this action plan by:

1. Using cycles of observation and feedback
2. Engaging grade teams to discuss and exchange experiences of strategies used in classrooms and next steps for targeted subgroups
3. Cycle of Inquiry Work with a focus on student achievement, especially for targeted subgroups.
4. Weekly review of Student Analysis action plans

Professional Learning opportunities delivered in various ways, by in-house instructional coaches, literacy consultants, teacher grade leaders, and curriculum specific workshops and webinars.

Professional learning workshops in the following areas:

1. Making Curriculum Accessible for ELLs
2. Using assessment systems to effectively analyze assessment results and modify instructional practices to meet the needs of learners
3. Teaching & incorporating the Five Pillars of Literacy: phonemic awareness, phonics, fluency, comprehension & vocabulary
4. Research-Based Instructional Strategies for ELLS & Students with Disabilities in reading/language development
5. Providing effective feedback by both teachers and peers
6. Growth Mindset in the Mathematics Classroom
7. Guided Reading and Small Group Instruction

A Professional Learning Committee will meet monthly to evaluate ongoing professional learning opportunities, and to make recommendations on desired support, in order to meet students’ needs.

Professional learning workshops in the following areas:

1. Making Thinking Visible Using Thinking Maps
2. Improving Academic Discussions
3. Research-Based Instructional Strategies for ELLS & Students with Disabilities in reading/language development
4. Developing Academic Language for ELLs

All classroom teachers, cluster teachers, supporting staff Professional Learning Committee
Curriculum team, vertical grade leaders team, staff developer, literacy and math coaches, literacy and math consultants

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be supported with their understanding of Rigorous Instruction through monthly meetings with school leaders, Literacy and Math Nights, and monthly grade-level newsletters.

1. Monthly Breakfast/Dinner with the School Leaders where they will be informed of what their students are learning in both literacy and math (Oct. 2018-May 2019)
2. A Literacy Curriculum night and Math Curriculum night implemented by the Staff Developer and Teacher Support Team (Fall 2018/Spring 2019)
3. Classroom teachers will create monthly grade-level newsletters which can include educational websites, e-book links, reading and math strategies to try at home, translations in Spanish & tips for homework help (Oct. 2018-May 2019)
4. Parents on the SLT will be able to provide desired topics related to rigorous instruction that will be used to create workshops for parents. (Oct. 2018)

### 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.

Funds and resources 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.
Funds will be utilized for administrative costs, translation services of curriculum materials, and PD per session activities.

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

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 instruction.

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
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</table>

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 2019, there will be a 2.5% increase in proficiency in both ELA and Math as measured by the midyear ELA and math assessments; i.e. midyear DRA, midyear GoMath assessment, and performance tasks.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Winter 2019 DRA scores
Midyear GoMath Assessment
Midyear Ela and Math Performance tasks

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

P.S. 9 will implement the principles of RULER, while enhancing and advancing the current PBIS system in order to provide support and guide students with both social and emotional needs. This will foster a school that is safe, conducive to learning, and one that is equitable and equal for all students. Each day all staff members and students recite the P.S. 9 Rye Avenue Pledge, which further builds a culture of excellence.

PS 9 is safe, inclusive, supports social-emotional growth, and high expectations are communicated to both students and staff, as evidenced by the Proficient Rating and the score of 3.5 for QR indicators 1.4 and 3.4 in the 2016-17 Quality Review. However, according to the 2017-18 School Quality guide, there were 81% positive responses to questions related to Safety; less than what we expected and we will continue to address any and all safety concerns. Additionally, given 25% of our students live in temporary housing it is our goal to support these students with their specific social and academic needs.

Through the use of the RULER method, and the continuing strengthened use of PBIS, it is our goal to reduce incidents and conflicts that may occur outside of the classrooms, such as the lunchroom, play yard and hallways. All stakeholders will focus on developing knowledge and skills on ways to address the varying social and emotional health needs of our students in order to promote academic success and foster a sense of ownership. As a community, P.S. 9 will celebrate the strengths of staff, teachers, students and parents.

The Social Emotional Learning (SEL) Committee and the Dean of Students will continue to work on a curriculum that supports social-emotional well-being. This curriculum will be revisited and applied throughout the school year. It will focus on creating a positive school culture for students and teachers alike. The lessons will focus on promoting positive school behavior so that students have the tools to handle frustration and prevent negative behavior.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By the end of June 2019, all stakeholders would have supported and implemented the principles of the RULER Approach to improve the quality of classroom interactions and decrease negative behaviors, based on teachers and staff-generated data as measured by a 15% decrease in OORS reports.
### 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:**

- Evidence-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).

### Target Group(s)

**Who will be targeted?**

- All staff and students,
- English Language Learners,
- Students with Disabilities

### Timeline

**What is the start and end date?**

- Sept. 2018-Dec. 2018

### Key Personnel

**Who is responsible for implementing and overseeing the activity/strategy?**

RULER/PBIS Team, School Counselor, School leaders, all faculty and staff

### Programs and Interventions:

- Teachers and staff will review the RULER/PBIS curriculum throughout the school year and modify as needed so that these skills will become a part of the students’ everyday behaviors.
- Teachers will implement the RULER/PBIS curriculum in the first 20 days of school.
- Provide tiered intervention, as needed, on a school-wide, classroom and individual level.
- We will continue to use the school-wide reward system, to reward positive behavior as per the school’s PBIS Behavior Matrix.
- Literacy based Cloud9 program to support character development

### Collaborative Measures and Support:

- School will implement team-building activities, conflict resolution and address any class-level issues
- Professional learning to support a school-wide understanding of the PBIS system and the RULER approach and tools, and students’ social and emotional needs to promote academic success.
- The Discipline committee will meet monthly to discuss ways to prevent negative behaviors and support students with their socio-emotional needs
- School support staff including counselors, social workers will push in to support the teacher manage behavior as opposed to removing the students from instructional time
- A Success for All Mentoring (SAM) team (which pairs caring adults with chronically absent students to provide
one-on-one attendance coaching and to establish a nurturing and caring relationship.

RULER and PBIS are inclusive, it is willing to serve as the framework for evidence-based practices for all students; the goals are for the entire school community, and it is adaptable to meet the needs of all the different student groups.

Classrooms will adopt the principles of PBIS as needed and the RULER approach by the needs of all students.

Ongoing monitoring of at-risk students to provide individualized intervention focusing on prevention of negative behavior.

Implement the RULER approach as a self-monitoring system to improve student self-awareness, reflection, and skills to manage their emotions and behaviors.

Structures and Systems

- RULER and PBIS are inclusive, it will serve as the framework for evidence-based practices for all students; the goals are for the entire school community, and it is adaptable to meet the needs of all the different student groups.
- Use the RULER approach as a self-monitoring system to improve student self-awareness, reflection, and skills to manage their emotions and behaviors.
- Foster and support desired positive character strengths from Cloud9 program, using a common language throughout the school to build a positive culture.

All staff and students, English Language Learners, Students with Disabilities

Jan. 2019-June 2019

School leaders

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The school SEL Team will host parent workshops and assemblies to provide parents/guardians with information on the RULER approach to develop social emotional awareness and skills of the students. Additionally, parents receive letters with each character strength book from the Cloud9 program to inform them about the positive desired character strength and additional resources to strengthen the adoption of these strengths. (Fall 2018)
The SEL Team will host a Kick off Assembly to engage the school community proactively on how to use/implement the RULER method and PBIS goals and behavior matrix throughout the day. (Winter 2018)

The SEL Team will engage the stakeholders in the application of the RULER method and PBIS and to support student social-emotional and academic needs. (Nov. 2018-Feb. 2019)

Within the first 20 days we will provide parents with workshops around the importance and impact of regular attendance on their children’s education. (Sept.-Oct. 2018)

### 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.

Various funding sources will be used to pay for the following:

- PDs and Workshops for RULER/PBIS Team, faculty and staff
- Supplies (colored paper, gallon baggies, card stock/oak tag
- Compliment Card Privileges and Certificates
- 2 per session hours X 5 teachers once a month for the RULER/PBIS Committee to plan, analyze data, and revise PBIS strategies and systems

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

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**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 2019, we will analyze the data from the OORS report, there will be a 7% decrease in incidents related to behavioral issues reported into the OORS system.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

OORS System

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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At PS 9 we promote collaboration to ensure school improvement. In support of this practice, we created schedules and structures that facilitate collaborative work across grades and subjects for all teachers. As it relates to the Collaborative Teachers element from the Framework for Great Schools, and in accordance with the 2017-2018 School Quality Guide, 92% of our teachers responded positively to the peer collaboration opportunities at our school.

Furthermore, to make the school a strong learning organization, administrators ensure that feedback generated through observations is aligned with the school-wide professional learning plan, and teachers implement the strategies learned during PLCs, and other PDs. According to the 2016-17 Quality Review, QR Indicator 4.1 (Teacher Support and Supervision) was rated “Well Developed” and considered an area of celebration. Administrators develop schedules for formal and informal observations with teachers, including timely actionable feedback to promote professional growth and reflection. The Quality Review also states that “teacher teams participate in regularly structured collaborations, share in making key decisions about student learning that builds teacher capacity and strengthens student learning outcomes.”

Given the strong culture of collaboration that is being fostered at our school; through this action plan we will continue to address students’ needs by ensuring teachers understand the benefits of visible thinking and implement research-based practices that support students with the skills necessary to promote deep thinking. We will also collaborate in providing CCLS based instruction with multiple entry points for different types of learners, and work towards creating a learning environment that is responsive to students’ strengths and needs.

It is a priority to ensure the academic success of our students. Based on the Spring 2018 New York State Math Exam results, only 25% of the 389 students who were assessed were able to meet grade level standards. This data indicates that improving students’ mathematical conceptual understanding and problem solving skills is an area of need for our school.

As a Professional Learning Community, the school will continue to work together and focus on improving instructional practice to support student learning. Differentiated Professional Learning Cycles have been created to improve instructional practice as it relates to making thinking visible in the Mathematics classroom to increase student understanding and improve problem solving skills.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By the end of June 2019, school leaders would have cultivated a collaborative learning environment to facilitate math thinking routines that will help students become skillful problem solvers. As a result, students would have demonstrated academic gains on the Math state exams, as measured by a 5% increase of students who reach grade-level standards.
### 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:**

- Evidence-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., average/under-credited, SIFE, STH).

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**The Curriculum team will lead the work of analyzing and adapting existing units of study to deliver coherent instruction that includes multiple points of access for all students. Units of Study will include:**

- Specific scaffolds to support Students with Disabilities and English Language Learners
- Thinking maps to create graphic representations of thought process for more meaningful academic discussions with peers
- Problem solving strategies to promote conceptual understanding

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**Support a professional learning community that focuses on making thinking visible and providing students with the opportunity to think deeply and engage in rich academic conversations**

- Use cycles of observation and feedback to support effective instructional strategies on promoting visible thinking, engagement in discussions, promoting conceptual learning and encourage reasoning and sense making in the Mathematics classroom
- Collaborative Teacher study on Visible Thinking in Math
- Model Classroom lab site showcasing best practices
- Teachers will conduct Peer Interclass Visitations to explore the use of Math Thinking Routines
- Grade teams will discuss and exchange experiences with implementing new strategies

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
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**Teacher Leaders from TLP will conduct data-driven inquiry work and support teachers in improving instructional practices to**

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support math routines that help students make their thinking visible

- Inquiry work will focus on understanding the needs of both English Language Learners and Students with Disabilities
- Teacher leaders will work with teachers in identifying learning gaps, designing solutions, and implementing instructional strategies to improve conceptual understanding of math that supports different learners
- Teacher leaders will support teachers in the use of increased student feedback to broaden students’ understanding of mathematical concepts
- All teachers will engage in analyzing student work, and identifying best teaching practices to narrow learning gaps and provide extensions to advance student learning and higher order thinking

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Families will be invited to classrooms throughout the year to learn about the curriculum, and learn strategies to support their students with developing their research, writing and speaking skills (Sept. 2018-May 2019)
- Families will receive progress reports and student work from both teachers and school leaders regularly to help students achieve (Nov. 2018-May 2019)
- Parents will work closely with Parent Coordinator in accessing student accounts to monitor academic student progress (Nov. 2018)
- Parents are represented in the SLT, to share decision-making, raise any issues and/or concerns related to the curriculum, academic programs, instructional materials, and activities to engage students in learning (Oct. 2018-May 2019)

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.

Funds will be used to pay teacher salaries and per session for the Vertical Grade Curriculum Team: 1 per session hour x 6 vertical team members x once a month, and to support PD per session activities.

We will pay teachers for per session activities for afterschool program, and to purchase academic materials to support student interventions to access a rigorous curriculum.

Various funding sources will be used to pay for professional learning materials, programs and workshops (i.e. books, webinars, workshops) and for making copies as needed, 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.

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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td></td>
<td>C4E</td>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
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<td>Other</td>
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</table>

**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 2019, there will be a 25% increase of students who meet grade-level standards in writing, as measured by the ReadyGen Midyear Performance Task Assessment in comparison with the ReadyGen Baseline Performance Task.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

*ReadyGen Midyear Performance Task Assessment*

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td><strong>2.</strong> What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Supporting teachers with professional growth and creating effective instruction that increases student achievement is a priority at PS 9.

As related to the Effective School Leadership element of the Framework for Great Schools, we feel that we have established systems of accountability that set high expectations, create coherence across the school and help support professional growth. As evidenced by two well developed indicators in the Systems for Improvement category of the 2016-2017 Quality Review; QR indicators 1.3 and 4.1, which was also identified as an area of celebration.

According to the 2017-2018 School Quality Guide, our score in the Effective School Leadership Element was 3.68, therefore meeting the target, however, there was a slight decrease from the previous year. In taking a closer look at NYC Survey results, 70% of the teachers responded positively to questions related to teacher influence, which is lower than the previous year. These questions relate to the influence teachers have in the development and selection of instructional materials, as well as encouraging feedback from teachers in making decisions that support student learning.

These results are in contrast with the feedback from the Quality Review for indicator 4.1 from the reviewer states, “school leaders developed a strategic plan to support teachers in raising the quality of instruction, which led them to engage all teachers in PLCs that are facilitating a school-wide common understanding of effective pedagogical practices.” This indicates there is a 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.

Through the action plan for this goal, we will work collaboratively with teachers to analyze and improve the systems and structures we have in place to be able to improve school-wide practices, to better support student learning and address any learning gaps. We will continue to use multiple data sources to make programmatic decisions, identify areas of focus, and guide the way we support the faculty with their professional growth to improve teacher practice throughout the school.

According to the 2017-18 Measures of Teacher Practice based on the Danielson Framework for Teaching from the Advance teacher evaluation system, we found that the average MOTP rating for component 3B “Questioning and Discussion Techniques” was a 2.9. This plan will focus on improving teacher practice as it relates to the questioning and discussion techniques teachers use to drive instruction to support student learning.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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</th>
</tr>
</thead>
</table>
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By the end of June 2019, school leaders would have built teacher capacity by using an observation feedback system to track the implementation of actionable feedback with a focus on questioning and discussion techniques to help students’ academic achievement. As a result, the average MOTP rating, would have increased from 2.9 to 3.2 in component 3B of the Danielson’s Framework for Teaching. |
# Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classroom teachers, cluster teachers</td>
<td>Oct. 2018-May 2019</td>
<td>School leaders, Staff Developer, literacy and math consultants</td>
</tr>
</tbody>
</table>

**Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change:**

- School leaders will conduct targeted and frequent observations and provide teachers with actionable feedback.
- School leaders will create an observation feedback tracking system to track actionable feedback effectively.
- Provide teachers with specific feedback on the quality of questions used that promote rich academic discussions.
- School leaders will identify trends and needs that should be addressed through Professional Learning Cycles and additional instructional support taking into consideration various survey results (i.e. needs assessments, PDs, student needs) and teacher feedback.

**Provide professional learning cycles on effective instructional strategies with a focus on using questioning and discussion techniques to drive instruction that incorporate the following delivery formats:**

- Model classroom lab sites
- Classroom practice videos
- Peer Interclass Visitations
- Study Groups
- Webinars

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<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>All classroom teachers, cluster teachers, supporting staff</td>
<td>Sept. 2018-Jan. 2019</td>
<td>School leaders, Vertical grade leaders team, Staff Developer, literacy and math consultants</td>
</tr>
</tbody>
</table>

**Item skills analysis of student assessment results to determine instructional needs and learning gaps to address them through:**

- Adaptive RTI support for struggling students
- Using data to form instructional groups and reinforce skills
- Structure and focus of afterschool program for ELLs and SWDs
- Professional learning offerings to improve teacher practice

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<tr>
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<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>All classroom teachers, cluster teachers, supporting staff, students</td>
<td>Sept. 2018-Dec. 2019</td>
<td>School leaders, Curriculum team, Vertical Grade Leaders Team, Staff Developer, literacy and math consultants</td>
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</table>

**To address the needs of English Language Learners and Students with Disabilities, we will engage teachers in professional learning:**

<table>
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<tr>
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<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>All classroom teachers, cluster</td>
<td>Jan. 2019-June 2019</td>
<td>School leaders, ENL team, Vertical Grade Leaders Team, Staff</td>
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</table>
that focuses on the use of effective instructional strategies and ways to differentiate for all learners

Workshops such as:

1. The quality of questions with a focus on students’ various language progressions
2. Effective discussion techniques to push student thinking
3. Using thinking maps to make thinking visible
4. Scaffolds to support ELLs with different language proficiency levels
5. Making thinking visible in Mathematics

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**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Families will receive student expectations, grading policy, and assessment criteria from both the teachers and the school (Sept. 2018)
- Families will receive progress reports and student work regularly to help students achieve from both the teachers and the school to monitor student learning (throughout the year)
- Families will receive information about thinking maps and how students use them to make their thinking visible (Spring 2019)
- Parents in the SLT will have a say in instructional materials, strategies and decisions on the best way to support student learning (throughout the year)

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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.

Funds will be used to pay for teacher salaries, professional learning materials, programs and workshops (i.e. books, webinars, workshops) and for making copies as needed, and consultants.

- 10 consultant days for Math Consultant for Professional Development and support
- 10 consultant days for Literacy Consultant for Professional Development and support

Funds will also be used for afterschool Professional Learning. 2 per session hours x 10 teachers x 2 days for afterschool workshops on planning effective instruction to address the needs of ELL students.

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

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<td>Other</td>
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</table>
### 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 2019, school leaders will conduct and evaluate 50% of observations to determine the effectiveness of teacher practice, as measured by an increase in the average MOTP score for component 3d from 2.9 to 3.0.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

<table>
<thead>
<tr>
<th>MOTP Ratings from the Advance Teacher Evaluation System</th>
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</table>

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

It is our ongoing goal to continue to provide a welcoming environment for PS 9 families, to continue fostering a strong partnership between school and home so that our students succeed. As part of this goal we plan to provide families with the necessary support they need to provide developmentally appropriate academic and social emotional support to their children.

To be able to accomplish this, we will provide targeted and specific workshops and school events to help parents with understanding the curriculum, assessments, and different strategies that will help support students in and outside of school.

According to the 2017-18 NYC School Survey 89% responded positively to questions about Strong Family-Community ties. We will continue to work on strengthening outreach efforts and trying to engage families, so they can become more active participants in the school community and support student learning and performance. It is our goal 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 plan to support families with understanding how to use the data to help students achieve and make progress.

One of the school’s strengths connected to the Strong Family-Community Ties element is setting and communicating high expectations. 91% of parents say the school staff communicates with them on how they can help their child learn, compared to 89% for the previous year. Additionally, according to the 2016-17 Quality Review, we were rated proficient for indicator 3.4. The reviewer stated, “high expectations are embedded throughout school structures, resulting in a system of accountability for staff. The school offers families information related to their children’s academic performance and progress.”

We will continue to involve more parents in specific activities that support student learning and ensure parents understand they are the key to their children’s success. The 2017-18 School Quality Guide indicates 85% positive responses as it relates to parent involvement in the school, our goal is to increase that to be closer to the city average of 90%.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By the end of June 2019, the Parent Coordinator in conjunction with the Parent Association, would have increased their outreach efforts to increase parental participation in activities that build community and support student learning, as measured by at least a 10% increase of parent attendance to such events.
## Part 3a – Action Plan

### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Various school supports for Preschool parents to facilitate the transition from Preschool to Kindergarten:</td>
<td>Preschool families</td>
<td>Sept. 2018-Dec. 2019</td>
<td>Parent coordinator, preschool teachers, kindergarten teachers, school leaders, SBST team, staff developer, School Librarian, and community based programs, Pre-K Social Worker</td>
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<tr>
<td>- Targeted family workshops for preschool families to show parents ways to support their children with developing academic, social and emotional skills</td>
<td>All parents and families</td>
<td>Sept. 2018-June 2019</td>
<td>Parent coordinator, school leaders, Technology coordinator</td>
</tr>
<tr>
<td>- Meet the Kindergarten team orientation meetings, to introduce families to the teachers and the academic expectations in Kindergarten</td>
<td>All parents and families</td>
<td>Jan. 2019-June 2019</td>
<td>Parent coordinator, School leaders, SLT</td>
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<tr>
<td>- PS 9 Brochure for Preschool families with information about Kindergarten teachers and school programs available</td>
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<td>- School tours and open house events to familiarize families with key personnel and the main building</td>
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<tr>
<td>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.</td>
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<tr>
<td>Monthly meetings with the Principal to foster positive relationships between school and home by sharing information on school-wide goals, activities and student progress.</td>
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<tr>
<td>Monthly family workshops, Curriculum Nights (Literacy and Math) to inform parents of the CCLS, academic expectations and ways they can support their students.</td>
<td>All parents and families</td>
<td>Sept. 2018-Nov. 2018</td>
<td>Parent Coordinator, School leaders, SLT, School-based Support Team, ENL Team, all teachers, Pre-K Social Worker</td>
</tr>
<tr>
<td>We will concentrate efforts to specifically increase the involvement of parents of English Language Learners and Students with Disabilities.</td>
<td>All parents and families</td>
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<tr>
<td>- Parents will receive training and support in accessing student accounts to check on their child’s progress.</td>
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<tr>
<td>- All school/home communication will be sent in both English and Spanish, the predominant preferred home language other than English. (Parents may contact Parent</td>
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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 disabilities who identify a home language other than English to determine if a student has English language acquisition needs.
- We will connect students and families with community resources that will strengthen and support student’s learning; such as, the Welcome Center, etc.
- 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 events that celebrate, 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 deepen parents’ understanding of student academic expectations and ways they can support learning at home.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| Sports and Arts Foundations (SASF) |
| Learning Through the Arts Program (LeAP) |

### 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.

We will use various funding sources for administrative costs and to fund the Parent Coordinator.

Funds will be also be utilized for copies and materials used in monthly workshops and for teacher per session for planning and participation in after school workshops for parents, funds will be used to pay for translation services, as needed (for parent informational letters and materials translation).

Funds will be used to support PD per session activities for trainers to enhance student performance.
Funding will be utilized to purchase books to support parents with support in various academic subjects, and for teacher per session for planning and participation in after school workshops for parents. 1hr x 3 teachers x once a month.

<table>
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<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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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 2019, the Parent Coordinator will collaborate with families to increase by 5% the number of family-school events and the parent outreach efforts, and as a result, there will be a 5% increase of parent attendance to such events as compared to the 2016-17 academic school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Data gathered from number of events and attendance to the events.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)
*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
</table>
| English Language Arts (ELA)              | Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, language proficiency levels, 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 literacy need a student requires:  
  - Great Leaps Reading Program  
  - Wilson  
  - Fundations  
  - myOn  
  - Reading A-Z Guided Reading  
  - iReady- Technology  
  - Close Reading- Sleuths  
  - D.E.A.R. time- Independent Reading  
  Needs vary and include: Decoding and | 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  
  Winter and Spring Academies  
  D.E.A.R. Time- 20 min. a day  
  Academic After-School (3 days per week) |
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, end of unit and classroom formative assessments, item-skill analysis, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math Games and activities from math consultant and computer assisted programs, such as Study Island are used during the AIS period by the classroom and support teachers in small groups. GoMath! Grab and Go Kits GoMath! RTI and Math in Focus</td>
</tr>
<tr>
<td></td>
<td>Manipulatives and Smart Boards are used widely to provide concrete understanding for abstract concepts that need to be internalized by students.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>During the school day</td>
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<td></td>
<td>Academic After-School (3 days per week)</td>
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<td></td>
<td>Saturday Academy</td>
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<td></td>
<td>Winter and Spring Academies</td>
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</tbody>
</table>

**Comprehension through close reading of short text.**

Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.
| Science | 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:

- Decoding and fluency through repeated readings
- Comprehension through close reading of short texts.
- Hands-on explorations.
- Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.
- Running experiments
- Using the Smart Board to view and create models. |

| | | There is one science 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. |

| | | 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. |

| | | During the school day  
D.E.A.R. Time - 20 min. a day  
Academic After-School for (3 days per week)  
Saturday Academy  
Winter and Spring Academies |
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Services and recommendations are determined based on data from Measurements of Student Learning (MOSL), teacher recommendations, identified prior needs, ENL proficiency levels, and results and findings of both the School Implementation team (SIT) and RTI (Response to Intervention) meetings.</th>
<th>The Social Studies curriculum is conducted in-class using the NYC Passport to 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:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Decoding and fluency through repeated readings</td>
<td>Comprehension through close reading of short texts.</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Responding to questions on short answer and extended response questions using graphic organizers to organize thinking around the gist and supporting evidence.</td>
<td>Saturday Academy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Winter and Spring Academies</td>
<td>D.E.A.R. Time- 20 min. a day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic After-School (3 days per week)</td>
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</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>The Guidance Counselor meet regularly with small groups of students who need additional support and may be at-risk.</td>
<td>The Guidance counselor meet informally with students who seek him out. He intervenes and helps to mediate conflicts, while building conflict resolution skills.</td>
<td>All support is provided through small group and individual services. In addition, an RTI Team identifies at-risk students to determine the Tier II or Tier III supports necessary.</td>
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<tr>
<td>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.</td>
<td>All support is provided through small group and individual services. In addition, an RTI Team identifies at-risk students to determine the Tier II or Tier III supports necessary.</td>
<td>Guidance counseling, visits with school psychologists, and visits with the social worker are ongoing, and vary by student. Most of these at-risk students are visited daily, 2-3 times per week, or weekly.</td>
<td></td>
</tr>
<tr>
<td>Our Guidance Counselor regularly participates in professional development and trainings that are mandated and that enhance their abilities to meet the needs of students.</td>
<td>Guidance counseling, visits with school psychologists, and visits with the social worker are ongoing, and vary by student. Most of these at-risk students are visited daily, 2-3 times per week, or weekly.</td>
<td>RTI Team meets bi-weekly.</td>
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</tr>
<tr>
<td>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 families who have been identified as</td>
<td>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 families who have been identified as</td>
<td>Lehman Social Work interns meet with students 3-4 times per week.</td>
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</table>
being at-risk, academically, emotionally, and socially. There is a licensed monolingual, and a bilingual school psychologist. There is continuous communication between the school psychologists, classroom teachers, guidance counselor, and administration.

As stated above, PS 9 has a social worker that works out of the SBST office and has frequent contact with students and families. She provides outreach services, and information to families to acquire assistance that the school cannot provide. She is also the liaison between school and community based organizations (CBO), holding each accountable to meeting the needs of students. The social worker plans workshops for parents, lunchtime groups for parents and children.

The social worker maintains frequent communication with the guidance counselor and administration to ensure an alignment of services. In addition, she manages
a team of Social Work interns from Lehman College, who work with at-risk students.

We also have a NYC Health Department nurse assigned to the school on a full-time basis. Vision screening is also provided by the same agency to all students.

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 immunization required for school, otherwise these students are excluded until their health status is assured.

Academically at-risk students have their vision and hearing reviewed to ensure that these health conditions do not impact negatively on scholastic achievement.
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 221 Students
2. Please describe the services you are planning to provide to the STH population.
   - We provided basic emergency school supplies, i.e. pencils, notebooks, planners, crayons.
   - Uniforms
   - Backpacks with school supplies
   - Workbooks to support students academically during the summer
   - Vision Screening- Glasses provided as needed
   - Mobile dental clinics
   - Counseling for at-risk students on an as needed basis

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Highly qualified teachers are recruited through a variety of ways after having met state and city requirements to become a public school teacher. Borough-wide teacher recruitment fairs provide potential candidates. All candidates, plus applicants who send in resumes independent of system-wide structures, are screened and interviewed variably by the principal, assistant principals, and teachers at PS 9. Demonstration lessons have been requested from final candidates.

Additionally, we have created a PS 9 brochure and website that are used as resources for recruiting teachers who share our vision and are able to help us to achieve our mission. We are also collaborating with Lehman College. P.S. 9 serve as host to student teachers from Lehman College. Our expectation is that through this relationship we will be able to identify highly qualified teachers for any anticipated vacancies.

Once we hire a teacher, we provide the supports teachers need to become part of our learning community. We start first by hosting a "New Teacher Orientation" before school begins, where we provide new teachers with information about school protocols, schedules, curriculum and resources available. Every new teacher is also assigned a mentor and as part of their grade team they have both a grade leader and an immediate administrator to support them. As a school that is very collaborative new teachers are given the opportunity to work with other teachers as part of PLCs and through inter-class inter-visitations. We also have a Staff Developer, Peer Collaborative Teacher, Math and Guided Reading Coaches, and a ULIT Coach that will support new teachers with the curriculum and best teaching practices. We create a differentiated Professional Development Plan to support all teachers based on classroom observations, needs assessment, teacher self-reflections and interest.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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 Borough Field Support Center 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, Staff Developer and coaches 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 disabilities.

Additionally, as stated above our differentiated Professional Development Plan supports all teachers based on classroom observations, needs assessment, teacher self-reflections and interest. We use the data from the Advance Teacher Observation Tool to identify areas of need that are school wide, and teacher specific. We have created different learning cycles to address these needs, such as a Questioning and Discussing learning cycle, an Assessment learning cycle, and a Designing Coherent Instruction learning cycle. We also provide teachers with in-class modeling and coaching by Literacy and Math consultants and in-house coaches.

Part 3: TA Schools Only

3a. Use of Program Resources

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

| N/A |

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).

| N/a |

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
At PS 9 we understand the significance of engaging families to ensure students succeed. In accordance with Goal #5, we plan to increase parental involvement by creating events and programs that support Preschool families. We will capitalize on these families to support their children’s academic, social, and emotional skills, through targeted workshops and events. Our goal is to create a smooth transition from the Preschool programs offered at PS 9 to our Kindergarten and elementary programs. We plan the following activities to assist preschool children in the transition from early childhood programs to the elementary programs:

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

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

### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Throughout the school year we meet regularly with data teams to analyze student work to adjust the curriculum and instructional practice. With the creation of data teams, we can align teaching pedagogy with the curriculum to reflect our set of beliefs about how students learn best. As part of the learning in our Professional Learning Community there was a six-week cycle based on using assessment to provide students with actionable feedback. We use the ATLAS – Learning from Student Work protocol to guided groups of teachers to discover what students understand and how they are thinking. By using this protocol, student work is the centerpiece of the group discussion. Teacher teams plan classroom activities jointly, teach it independently, then bring the student work back to the group for discussion. Through the analysis of data, teacher teams are able to reflect on the content of the data in order to modify and differentiate instruction for various learners. Our school teams have also implemented a “norming” process. During norming, teachers align their scoring so that every member of the team applies the rubric consistently across students and to ensure that the team of teachers scores consistently with one another. Having similar scoring and uniform expectations of student work is critical in order to make meaningful comparisons among students. Teacher teams analyze data by assessing Developmental Reading Assessment (DRA) progress and the New York State English Language Arts (ELA) and New York State Math exam results by using the Notice and Wonder protocol. Our purpose is to turn data into action by creating a systematic process for reviewing and responding to data.

### 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 codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the
consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>733,200</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>108,318</td>
<td>X</td>
<td>Sections 5C, 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>33,870</td>
<td>X</td>
<td>Sections 5A, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>4,686</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>5,119,121</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.
The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>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. Rye Avenue Elementary School, in compliance Every Student Succeeds Act (ESSA), 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.</td>
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</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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<tbody>
<tr>
<td>Rye Avenue Elementary School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

Parental Involvement and School Quality

| 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., ESSA/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 Every Student Succeeds Act (ESSA);

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;

Encouraging School-Level Parental Involvement

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 Rye Avenue Elementary School, in compliance with the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

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<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
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</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

● 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;

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<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
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</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

● 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;
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
<table>
<thead>
<tr>
<th>Student Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>• complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>• follow the school rules and be responsible for my actions;</td>
</tr>
<tr>
<td>• show respect for myself, other people and property;</td>
</tr>
<tr>
<td>• try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>• always try my best to learn.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):
- conceptually consolidated (skip part E below)
- 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):
- [ ] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- [ ] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
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 ENL instruction that students are afforded during the regular school day. These services will be provided in the construct of a Saturday and academic after-school and technology-based programs, delivered by licensed and certified teachers in bilingual education, ENL practices, and core instructional areas. Ms. Fanny Morfe, Mr. Miguel Ramirez and Mr. Daniel Fairfax are certified Transitional Bilingual Education (TBE) teachers. Ms. Yvonne Dormer and Ms. Amanda Lockwood are TESOL certified.

TITLE III DIRECT INSTRUCTION: SATURDAY ACADEMY

Direct Instruction provided by TBE licensed pedagogues Carmen Perez, and Daniel Fairfax
October 20, 2018 – May 11, 2019  8:30am-12:00pm- (3 1/2 hours)

With consideration to the total number of ELLs identified in our school, 253 the targeted grades for servicing in Saturday Academy, grades 2 – 5, 180, 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 22 programmable Saturdays between October 20 to May 4, students will attend Saturday Academy in cycles of 7 weeks. The cycles would run from October 20 to December 8, December 15 to February 9, and March 2 to May 11. The last cycle, which would hold the longest duration preceding the NYSESLAT, ELA and Math exams, would focus on 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 iReady, which addresses NYSCCL standards, through the software, and provides an individual path that supports language development for ELLs. Finally, we will also use Study Island a standards-based assessment prep program that will support students individualized needs. A baseline identifying tool from iReady 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' Ready New York CCLS ELA and Math Instruction. Smart Board and digital lessons from Study Island will also be used to support student learning.

TITLE III Direct Instruction: After-school Technology Programs

iReady Wednesday-Thursday for 2nd Grade ELL students (54 Students)

Direct Instruction provided by TBE licensed pedagogue Fanny Morfe and TESOL licensed pedagogue Rosemary Garabito and Content Area pedagogues Anthony Muia and Amanda Barnes

Wednesdays and Thursdays, November 7, 2018 – April 11, 2019  2:30 – 4:30 PM (2 hrs)

Minus December 26, 27, February 20, 21  Number of Weeks = 15

iReady Wednesdays and Thursdays will take place in the technology lab as part of the Direct Instruction plan for our school.
Part B: Direct Instruction Supplemental Program Information

Teachers identified for instructing identified ELLs in second grade. Ms. Morfe, TBE licensed, Ms. Garabito, TESOL licensed, and Ms. Barnes, technology experienced, will co-plan and lead the program. Program dates will be from November 7, 2018 to April 11, 2019. iReady is an individualized CCLS aligned software program that supports students in both ELA and Math. Data generated by the program will serve to guide and differentiate instruction. It is essential for both the TBE/TESOL licensed pedagogues and content area pedagogues (technology) to plan and develop this program to best support our ELL students. Ms. Morfe and Ms. Garabito 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 iReady and the school should technological support be needed. Mr. Muia will serve as teacher and teacher-facilitator as a data and tech specialist.

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

Direct Instruction provided by TBE licensed pedagogues Mr. Fairfax, and Mr. Ramirez, TESOL licensed pedagogue Ms. Dormer and Ms. Lopez. Content Area pedagogues Anthony Muia and Amanda Barnes. Wednesday-Friday, September 26, 2018 – May 3, 2019 2:30 – 4:30 PM (2 hrs)

In order to provide additional support to our English Language Learners in 3rd through 5th grades we will offer an academic after school program with a technology portion using the iReady software. The program that will take place in both the classroom and the technology lab as part of the Direct Instruction plan for our school. Mr. Ramirez and Mr. Fairfax both TBE licensed, and Ms. Dormer, TESOL licensed will teach the program, in addition Mr. Muia, the Technology Specialist will co-plan and lead the program. Program dates will be from September 26, 2018 to May 3, 2019. We will use iReady, 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 the TBE/TESOL licensed pedagogues, and content area pedagogue (technology) to plan and develop this program to best support our ELL students. Mr. Ramirez, Mr. Fairfax and Ms. Dormer 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 iReady and the school, should technological support be needed. Mr. Muia will also serve as teacher and teacher-facilitator as a data and tech specialist. He 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
Part C: Professional Development

and educator resources made available by the Division of English Language Learners and Student Support will be used throughout.

The school continues to focus on vocabulary development, in the provision of schema to build language, apropos 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 Learning Planning Committee meets to make recommendations for the Professional Learning Cycles (PLC) plan for the school. They evaluate ongoing professional learning, reflecting on how the sessions will improve teacher practice and affect student outcome. Teachers will also provide feedback on their needs and experiences throughout their PLCs.

Teachers who serve ELLs, clearly identified by the NYCDOE screening, ATS system reports for transfer students, and NYSELSAT data, will participate in professional learning opportunities to support students in both developing content knowledge while learning English. This group will include teachers who provide direct instruction to ELL students: transitional bilingual education teachers, English-as-a-New Language teachers who provide instruction in self-contained, push-in, and pull-out scenarios, Common Branches and Specialist teachers who instruct students in the free-standing ENL program.

PS 9 has clearly identified a program of professional enhancement for teachers to pursue based on teacher feedback and the NYCDOE 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, literacy and math coaches, a Universal Literacy K-2 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 20 days this academic year (not funded with Title III funds). Their work will require some programming changes to accommodate meetings with various teacher teams. 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.

Teachers identified for High Quality Professional Development on a per session basis after school include TBE teachers: Perez, Hinojosa, Dilone, Fairfax, Morfe; Self-contained ENL: Rosado, Lopez, Chiulli, Dormer, Ramirez; ENL Push-in/Pull-out teachers: Lockwood, Lancut, Maselli, Breton. Workshops will be facilitated by Ms. Sifonte, Ms. Barnes, and Mr. Olivo- Tuesdays 3:40 – 5:10 PM (Nov. 20, Dec. 18, 2018, Jan. 22, Feb. 26, 2019).

4 PD sessions x 10 teachers X 1.5 hour = 60 hours
60 hours x $55.23/hr per session rate = $3,313.80

Professional learning will focus around Student Engagement, Looking at Student Work and making data-driven decisions, and improving student reading and literacy skills. These additional learning opportunities will be scheduled on Jan 24 and 31. Additionally, as pertaining to ELLs, an extensive menu of Professional Learning offerings across content areas will be offered.
Part C: Professional Development

Throughout the year during Monday PD time, which will not include an expenditure from Title III funds.

Sessions expected may include the following:
- Teachers using data to plan for instruction.
- Language Progressions: How to use language progression standards to create scaffolds for ELLs
- Classroom Environments
- Accessing EngageNY Resources to provide rigorous instruction
- Writing language and content objectives

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. Certainly, the Danielson Framework will serve as the standard through which all our work will be guided. Spanish TBE teachers in grades K-2 will continue to receive on and off-site support to instruct students in their native language from Estrellita, a Native Language Literacy Program. Research has shown that native language fluency enables students to apply cross-over skills to English language acquisition. It is our goal to support students in developing their native language to support them with their acquisition of English.

The Division of English Language Learners and Student Support will continue to be the central source of timely information; providing professional learning opportunities, materials and instructional resources to our school. Additional on and off-site programs offered through DELLSS 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, Ms. Marisol Colbert, the Parent Association President has become very active with our bilingual parent body, even serving as an enthusiastic workshop presenter for 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 various topics such as Bilingual Health, Mental Health, and Hygiene. On
Part D: Parental Engagement Activities

October 21st, 2016, there is a “Breakfast with the Principal”; which is a monthly occurrence. In addition, a “Dinner with the Principal” event is scheduled regularly throughout the year, 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 also 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 ENL 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.

We will also provide three afternoon technology-based events for both parents and students. Pre-selected ELL parents and children from grades 1-2 will be invited to participate 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 Gentzsch, who will share the instruction. Topics planned are Using Google and Yahoo to Conduct Internet Searches, Using Email as a Communication Tool, Accessing Internet Resources, and Accessing parent/student accounts, as these all relate to student learning based on the home-school connect. Students will work alongside their parents to learn the same digital skills. This is planned as an after-school Friday program. Digital Literacy for Families: Parents and Children will run in early Spring for three different sessions, from 2:30 – 4:30 PM.

Additional home-school celebrations like publication parties, holiday and spring festivals, and multicultural 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 school-wide activities.

HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES

Parents will be notified via the school website, the school calendar, letters, and/or announcements in both English and Spanish. Additionally, we have some instructional staff who are fluent in some of the African languages represented in our school. Announcements will also be back-packed and distributed at parent conferences. Postings will appear on all doors from which parents enter and exit. Laminated announcements will hang on fences that perimeter the school building. Announcements over the speaker address system may take place as a 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/ENL classes that are offered during the day or evening. Citizenship preparation classes are also 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. The Welcome Center is located in 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, Parent Conferences, and LEAP partnerships, parents will participate in sessions that will allow
Part D: Parental Engagement Activities

them to experience and understand what their children do in school. The school Literacy Block with its component such as read-aloud, mini lesson, guided reading and independent practice will also be discussed and demonstrated. Parents can better understand Literacy terms and supports such as what leveling correlates and guided reading mean. There will be much emphasis on how parents can support school efforts. We will also focus on looking at food and nutrition and the home environment to augment student learning. To support Mathematics, parents will have the opportunity to use math manipulatives and play math games to understand how concrete understanding leads to conceptual understanding. To support their children’s learning as related to Science, parents will be invited to the Science Fair, providing parents with the opportunity to be involved.

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. We will also invite parents to the PEP Rallies we have before the standardized ELA and Math exams; this will motivate students and parents to focus on success.

Health and Nutrition
The school nurse and social worker have conducted sessions to address asthma, weight control, and good food and nutrition. We have held sessions with healthy food tastings as an alternative to junk and convenience foods. It is our goal to work in conjunction with them in order to continue to provide parents with the necessary supports to promote making healthy and good lifestyle choices.

NAME(S) OF PROVIDERS: On different occasions, as scheduled, the Principal, Jacqueline Bailey, Assistant Principals, Frank Severino, Martha Embola, and Berna Sifonte; Data Specialist, Amanda Lockwood, Staff Developer, Amanda Barnes, and Math and Literacy coaches, Mr. Olivo and Ms. Mountrichas will be involved. Technology Specialist Anthony Muia will also deliver information. ENL teachers, Kerry Breton, Margolata Trojnar Lancut, Reena Maselli, Parent Coordinator, Mara Linda Resto, will also be involved to support both students and parents. School Nurse, Ms. Wenzel, Social Worker, Marcia Dadosh will also be enlisted. Ricardo Mendez and Rosetta Smith, as Guidance Counselor and Social Worker may facilitate some sessions. Representatives from LEAP, LINC, and the Welcome Center may conduct sessions as well. Classroom teachers with experience and expertise in related topics may 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: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be supplemental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be clearly listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allocation Amount: $_____
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Bronx</td>
<td>009</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Bailey</td>
<td>Berna Sifonte</td>
<td>Amanada Barnes</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Lockwood</td>
<td>Ricardo Mendez</td>
<td>Rosemary Garabito/4th Grade</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sasha Dilone/Bilingual</td>
<td>Opal Grant</td>
<td>Maribel Hulla-Torres</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Parent Coordinator</th>
<th>Field Support Center Staff Member</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opal Grant</td>
<td>Mara Resto</td>
<td>Socorro Diaz</td>
<td>type here</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

**D. Student Demographics**
Total number of students in school (excluding pre-K) | 780 |
Total number of ELLs | 269 |
ELLs as share of total student population (%) | 34.49%

**Part II: ELL Demographics**

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Spanish</td>
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<td>Dual language program (DL)</td>
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<td>Freestanding ENL</td>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s): Spanish

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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 to assess and identify students’ independent reading levels. A baseline is administered in October, a midyear in February and an end-year 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 continuously monitor student levels through informal running records to differentiate instruction. In grades K-2 teachers use the Fundations phonics program to monitor student progress and provide the necessary scaffolds to meet individual student needs.
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 that support early reading skills, such as sound-symbol correspondence and word recognition.

Teachers also used curriculum-based assessments from ReadyGen and GoMath which are composed of a combination of multiple choice and performance tasks. These assessments allow the teachers to gauge and monitor student understanding and mastery of grade-level standards.

2. **What structures do you have in place to support this effort?**

   Formative assessment data is used to create small groups for targeted skill-based instruction. Additionally, we have implemented a Peer Support Guided Reading program, where teachers can work collaboratively to provide guided reading to two small groups simultaneously, therefore expanding the level of support students receive. Teachers work together to plan and create targeted lesson plans to target specific skills and meet the individual needs of the students. The data is also utilized to provide Tier II and III interventions for students who are not making adequate progress.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   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. The end of unit assessments are also utilized to measure student mastery of grade level standards. These measures give us information on students’ academic performance in meeting grade level standards.

   The NYSESLAT exam results provide 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 2016-17 AY we were able to compare student growth in the three different types of programs we have, and found that more students in the Transitional Bilingual program demonstrated growth. 58% of the students of the students in the TBE program moved at least more than one proficiency level, in comparison with students who are in ENL programs. We were also able to identify the average scale score of each modality, by grade band, program type, proficiency level, and class. Using this data the ENL team will meet to discuss possible learning and/or instructional gaps that may exist and be able to address them. As such, the data indicates that overall there needs to be a stronger focus on writing; across all grades, the lowest average scale score of the four modalities is writing. Data will continue to be used to analyze program effectiveness as measured by student progress. This will also help us evaluate programs’ structure, teacher practice, and professional development needs.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   Students receive the appropriate scaffolds and supports based on their language proficiency levels. Differentiated instruction is given to those students who may experience difficulty despite whole class instruction. Teachers use graphic organizers, sentence starters, visuals, manipulatives, etc. to help students build content are schema and support language development.

   The ENL Team will also meet to analyze the data to identify trends and patterns across the grades, and to identify instructional strategies to close the learning gaps, such as ways to support Entering students with speaking, as that was the area with the lowest average scale score for Entering students.

   Additionally, the Teacher Support Team, comprised of the Staff Developer, Math Coach, Guided Reading Coach, ULIT Coach,
Data Specialist, and Administration, will plan professional learning for teachers of ELLs to expand teacher pedagogy and make curricular adaptations that meet the needs of ELLs.

5. How does your school use 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 student 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 learning opportunities, and we hope to have the opportunity to continue in the 2017-2018 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 for understanding,
- Helping ELL students with Socio-emotional needs to support learning
- Adjusting teaching styles to meet the individual student needs
- Engaging students in learning and providing necessary scaffolds to improve and increase student performance.
- Using the data from these multiple on-going formative assessment sources to support students to work independently on targeted instructional needs.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].]

During the spring of 2017, a total of 264 ELLs participated in the NYSESLAT testing. A total of 10 (3.8%) students scored in the Entering level range, 43 (16.3%) scored in the Emerging level range, 86 (32.6%) scored in the Transitioning level range, while 108 (41%) scored in the Expanding level range. 17 (6.4%) 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. 123 (47%) students were able to move at least one proficiency level or more. However, the data also indicates 136 (53%) students either made no growth or reversed in proficiency level. When comparing the three different programs in place at PS 9, it was notable that more students in the Transitional Bilingual Education programs made progress; 58% (61 out of 106 students). This clearly supports the research that indicates that students who are taught in their home language will receive the support needed to acquire a new language. Furthermore, when comparing self-contained ENL classes and the Push-In Integrated ENL support, 51% of the students who received the ENL support made progress vs. only 29% of the students in the self-contained ENL classes. This will lead us to analyze the instruction in both programs and determine what lead to a higher success rate for the Push-In program, and steps that can be taken to meet the needs of the students in the self-contained ENL classes.

The data from the NYSESLAT is also utilized to group students in a way that maximizes the level of support they receive based on their proficiency levels. ELL students who require the same number of mandated minutes are placed within the same classes, to allow ENL teachers to provide both push-in and pull-out support.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

School administrators meet to discuss and analyze NYSESLAT data to identify trends and patterns across grades, program types, teachers, and proficiency levels. The Teacher Support Team, comprised of the Staff Developer, Math Coach, Guided
Reading Coach, ULIT Coach, Data Specialist, and Administration, will also meet to plan professional learning and support for teachers of ELLs.

This data will also be shared with the ENL team (all teachers who teach ELLS)

Part IV: ELL Programming

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 K, 1, , 3, 4 and 5 will have self-contained ENL classes taught by dually certified teachers. In grades 4 and 5 there will also be ICT classes where one teacher is dually certified to meet the needs of any ELL 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.

      Students are grouped heterogeneously in self-contained ENL classes as well as in general education classes where their instruction will either be provided through push-in or pull-out or both. When standalone instruction is provided, the students are usually grouped homogeneously. 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 homogeneous 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. We also administer the Spanish Home Language assessment across all grades to be able to identify students' strengths and deficiencies in their home language. In the K-2 TBE classes we plan to use Estrellita, a Spanish language literacy development program. Teachers in the early grades will 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 will take place on a daily basis.

5. 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:

To ensure that our SIFE students receive appropriate instruction, they are provided with the necessary interventions in the classroom to strengthen the foundations in their home language. Another option available to our SIFE students is the provision of the services of a bilingual paraprofessional. Instruction is differentiated within the classrooms, they work in small groups, engage in activities that activate prior knowledge such as KWL charts; use text with content which is age appropriate but with more accessible lexile levels, differentiated vocabulary activities and peer support. 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.

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.

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.

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 using rubrics to self-assess. 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.

Former ELLs who have achieved a Commanding proficiency level within the past two years will continue to 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.

6. 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?
To meet the needs and demands of our ELL-SWD at P.S. 9 we use two curriculums that are aligned to the NYS Common Core. The curriculums are Go Math and Ready Gen. Ready Gen and Go Math provide differentiation and scaffold for all students with multiple entry points. Teachers support students by using visuals and audio with Smartboard technology. Some instructional strategies used in ENL and TBE classrooms are as follows: direct instruction, small group instruction, and vocabulary development for ELLs (Using tier one, tier two, and tier three) everything is supported by visuals. We also use picture word walls. Another strategy used on a daily basis is close reading, DEAR time, iReady, Fundations, and guided reading. We use strategies such as making thinking visible using thinking maps where students chose the map that best fits their needs.

The curriculums are Go Math and Ready Gen. Ready Gen and Go Math provide differentiation and scaffold for all students with multiple entry points. Teachers support students by using visuals and audio with Smartboard technology. Some instructional strategies used in ENL and TBE classrooms are as follows: direct instruction, small group instruction, and vocabulary development for ELLs (Using tier one, tier two, and tier three) everything is supported by visuals. We also use picture word walls. Another strategy used on a daily basis is close reading, DEAR time, iReady, Fundations, and guided reading. We use strategies such as making thinking visible using thinking maps where students chose the map that best fits their needs.

The lower grades and students with low academic skills also benefit from Fundations 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, Staff Developer, and ULIT coach.

7. 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.

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 curricula; ReadyGen ELA and GoMath. In both curricula, there are level three Response to Intervention (RTI) activities to support students who struggle with new concepts. In an effort to enable ELL-SWD to achieve their IEP goals an attain English proficiency the RTI team meets every Monday to discuss strategies and best practices for at risk students. These strategies are implemented Tuesday through Friday for twenty minutes on a one to one instruction. After some time, the RTI teacher confers with the classroom teacher and the team to make further suggestions about the student. Fundations is also used from 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 through the use of learning targets. Teachers model desired outcome and guide students through new learning and model strategies through think-alouds.

8. 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 Fundations for students in grades K-2, using a classroom-based RTI model to provide targeted instruction to struggling students.

A Title III funded Academic After School program meets three times a week by licensed ESOL/Bilingual teachers to offer
students in TBE and ENL programs from grades 3-5 additional support as they work in grade level and mixed-grade cooperative learning groups.

This is in addition to the Winter and Spring Academy programs that provides students with support in ELA and Math instruction. Teachers use NYSESLAT data, along 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 Academic After School program and the Winter and Spring Academies, ELLs are taught by licensed ESOL/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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

The programs or improvements being considered for the upcoming school year are:
Words Their Way, Reading A to Z, NY TEAM Tool kits (Teaching ELLS for Academic Language Mastery), Reading Recovery trained teachers to support the students, additional technology for the classrooms, monthly parent workshops to expose parents to what the students are learning at school and how they can help them. 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 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.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. 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, PA 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, Winter and Spring Academies, and recess programs. Finally, we welcome parents' questions and search for information to support their children both socially and academically.

All ELLs are given equal opportunity to all school programs. We have after school programs that specifically support ELLs, for example we have a second grade after school program that targets the skills students need to develop, as informed by the NYSESLAT results from the Spring 2017 assessment. Additionally, we have Civics in Literature program, which specifically targets immigrant students to help develop students' knowledge of American history and government, and civic responsibility.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We use materials determined by the NYCDOE core curriculum programs These include Ready Gen for literacy, and GoMath, Foss for science, and Passport to Social Studies. Additionally, all teachers use a variety of supplemental materials and
resources to enhance the curriculum for ELLs.

Reading- ReadyGen Resources:
• Anchor texts – main text read during the unit
• Text collections – texts that support the anchor text
• Sleuth magazines – close reading practice and text analysis
• Graphic Organizers – ReadyGen and teacher-created to scaffold reading and comprehension strategies
• Visual Vocabulary Walls (Tiered)
• Read-aloud E-Books of content materials

Reading Tools and Resources:
• Guided Reading Leveled Texts
• Classroom Library books – By various genres, reading levels, and different languages
• E-books/Listening Centers – to reinforce fluency for transitional readers, allow emergent readers access to complex texts, and encourage students to read independently by incorporating technology
• Online Digital Tools by Subscription: Reading A-Z, MyOn, Capstone, My Library NYC, NewsOMatic, Scholastic Magazines
• School library – organized by the Dewey Decimal System, so that students are exposed to the organizational structure of public libraries
• Teacher-created resources – teachers collaborate to adapt curriculum, and to create resources that support students’ needs.

Writing Tools and Resources:
• Write Time for Kids – this program provides writing prompts and mentor texts for writing lessons
• Engage NY modules to support writing instruction with cognitively demanding tasks.
• Writing word walls posted in the classroom to reinforce students’ grammar and word study lessons, support 6+1 traits of writing components of word choice and sentence fluency and organization.

Language Development Tools and Resources:
• Fundations - a phonics program that supports K-2 students to develop phonemic awareness and phonics
• Wilson Program- RTI for grades 3-5 to develop and support students’ phonics skills
• Estrellita - a word study program used in TBE classes to build Spanish language literacy skills

Math Tools and Resources :
• Go Math includes resources such as student workbooks, homework practice for each lesson, hands-on manipulatives for each unit
• Online resources through Think Central- iTools – Virtual manipulatives, Math on the Spot-Personal Math coach videos, and interactive lessons that model math skills
• Engage NY – provides modules and additional tasks to support Common Core math standards. Encourage HOT skills and critical problem solving

Science and Social Studies Tools and Resources
• FOSS Science Kits contain all materials needed to teach the Science curriculum, including non fiction texts, and hands-on materials for experiments
• Passports to Social Studies units available on Weteachnyc.org which include units of study that are age appropriate and align with the NYC Social Studies Scope and Sequence.
• Science and SS unit texts and classroom library genre books
• Houghton Mifflin and Eduplace.com to supplement the SS curriculum
• Primary and Secondary Sources
• Teachers use additional teacher-created resources to support their instruction.

Technology is used throughout all subject areas to make content more accessible to ELLs. Each classroom has classroom
computers, listening centers, Smart Boards that support Smart Notebook, PowerPoint presentations, as well as ELMOs/document projectors. Our school has a technology room where students can use computers, iPad and laptop carts.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Home language support is provided in TBE classrooms across the school, by both the teacher and the instructional programming. Home Language Arts, and instruction in the content areas are delivered in Spanish, the home language. All students will receive at least one period of home language instruction, and one or two periods in a content area, depending on students' language proficiency levels. 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 have the opportunity to work together to support each other, to be able to provide scaffolds in the home language that will assist students to in acquiring the English language.

14. 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. P.S. 9 ensures all required services/resources support and correspond to ELLs age and grade levels through a number of measures. On each grade levels there are two program options for ELLs: Transitional Bilingual Education (TBE) and English as a new language (ENL). Parents have the opportunity to choose the program for their child at the ELL Parent Orientation for newly enrolled ELLs. Parents are invited to parent/teacher meetings and conferences to discuss their child’s progress and instruction. The school provides qualified translation services through in person translators and the translation and interpretation unit to ensure there is clear communication.

Additionally, the Language Proficiency Team meets to discuss language and special needs for newly enrolled students with IEPs; to identify the services and resources required to support the student. This team includes: a school administrator, a certified ESOL teacher, the student’s classroom teacher, a school based support team member, the director of special education, and the parent.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
N/A

16. 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 NYSITELL testing. This has provided added time for the school and family to prepare the student for a smooth start to school.

We also plan to offer parent workshops throughout the year with topics that are relevant and important for ELL students and families, such as on early literacy skills, homework help, using technology to support students. These workshops will be offered by the Staff Developer, ENL and bilingual teachers, librarian, and technology teacher.

17. What language electives are offered to ELLs?
Because we are an elementary school, language electives are not offered at this level.
18. 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.

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### 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 and non-pedagogic staff.) 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?

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. We have a 6-week PLC specifically for teachers of ELLs, on making the curriculum accessible for ELLs, will support teachers in developing a repertoire of best practice and strategies to utilize when planning and teaching effective lessons.

   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.

   ELL teachers will receive PDs on accessing the tools on EngageNY in order to better support ELLs in engaging with the Common Core Learning Standards. Additionally, Southern Cross consultants will provide teachers of ELLs with ongoing classroom coaching targeting instructional practices that will help them meet the needs of their ELL students in meeting the Common Core Learning Standards.

2. 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.

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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. 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 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 a Halloween family event, 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.
**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
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jacqueline Bailey, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Bailey</td>
<td>Principal</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>Berna Sifonte</td>
<td>Assistant Principal</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>Mara Resto</td>
<td>Parent Coordinator</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>Amanda Lockwood</td>
<td>ENL/Bilingual Teacher</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent</td>
<td>Signature</td>
<td>N/A</td>
</tr>
<tr>
<td>Rosemary Garabito</td>
<td>Teacher/Subject Area</td>
<td>Signature</td>
<td>1/10/31/17</td>
</tr>
<tr>
<td>Sasha Dilone</td>
<td>Teacher/Subject Area</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>Amanda Barnes</td>
<td>Coach</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td>Signature</td>
<td>N/A</td>
</tr>
<tr>
<td>Ricardo Mendez</td>
<td>School Counselor</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>Maribel Hulla-torres</td>
<td>Superintendent</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>Socorro Diaz</td>
<td>Field Support Center Staff Member Deputy Dir. For ELLs</td>
<td>Signature</td>
<td>10/31/17</td>
</tr>
<tr>
<td>Opal Grant</td>
<td>Other Related Service Provider</td>
<td>Signature</td>
<td>11/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td>Signature</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td>Signature</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 10X009  **School Name:** Ryer Avenue Elementary School  **Superintendent:** Maribel Torres-

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda</td>
<td>Lockwood</td>
<td>Data/Compliance Specialist</td>
<td>Yes trained on 2/13/18</td>
<td>Yes</td>
</tr>
<tr>
<td>Mara Linda</td>
<td>Resto</td>
<td>Parent Coordinator</td>
<td>Yes- trained on 11/22/16</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

A Parent/Guardian Home Language Identification Survey (HLIS) is completed by a parent/guardian of every new student who is enrolled at P. S. 9. If a parent identifies a home language other than English, then there is a student interview between the licensed pedagogue and the student. The survey helps us identify the predominant language spoken at home, and the preferred oral and written language of communication. Both at the beginning and throughout the school year, we use data from various ATS reports, such as the RHILA and RPOB, to identify the home language and place of birth of the P. S. 9 student body. The RPOB lists home languages of all students. We also use the Student Emergency Contact cards completed at the beginning of the year to help us identify the preferred home language. This information, coupled with teacher knowledge of languages spoken by parents and
guardians, assist in identifying written translation and interpretation needs of the school. Data collected on the Language Allocation Policy will also help guide this determination.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL ATS report).

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>646</td>
<td>75</td>
<td>420</td>
<td>48.84</td>
</tr>
<tr>
<td>Spanish</td>
<td>210</td>
<td>24.42</td>
<td>435</td>
<td>50.58</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>.12</td>
<td>1</td>
<td>.12</td>
</tr>
<tr>
<td>Mandika</td>
<td>1</td>
<td>.12</td>
<td>1</td>
<td>.12</td>
</tr>
<tr>
<td>Nepali</td>
<td>1</td>
<td>.12</td>
<td>2</td>
<td>.12</td>
</tr>
<tr>
<td>Twi</td>
<td>1</td>
<td>.12</td>
<td>1</td>
<td>.12</td>
</tr>
<tr>
<td>Data as of 10/25/18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

NON APPLICABLE as of October 2018 Parents Preferred Language Report (ATS RCPL).

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Back Letter</td>
<td>August</td>
<td>We have in-house Spanish translation completed by our Assistant Principals or our bilingual teachers. We use translation services by the Big Word on a case by case basis, for any additional languages.</td>
</tr>
<tr>
<td>Extended Day and After-school Notices</td>
<td>Fall/Spring</td>
<td>We have in-house Spanish translation completed by our</td>
</tr>
</tbody>
</table>

2018-19 CEP
| School-Wide Parent Notices, Invitations to Meetings, Conferences, Special School Events, Newsletters | On-going | We have in-house Spanish translation completed by our Assistant Principals or our bilingual teachers. We use translation services by the Big Word on a case by case basis, for any additional languages. |
| ELL Parent Notification Letters | Fall/On-going | We use the letters provided by the NYCDOE Intranet. |
| Gifted and Talented Testing | November/January | We use the letters provided by the NYCDOE Intranet. |
| Results of State Testing | Fall | We use the letters provided by the NYCDOE Intranet. |
| Progress Reports/Report Cards | November, March, and June | We have in-house Spanish translation completed by our Assistant Principals or our bilingual teachers. We use translation services by the Big Word on a case by case basis, for any additional languages. |
| Monthly Calendars | Monthly | We have in-house Spanish translation completed by our Assistant Principals or our bilingual teachers. We use translation services by the Big Word on a case by case basis, for any additional languages. |
| Promotion in Doubt Letters, Summer School | January, May, June | We use the letters provided by the NYC DOE Intranet, in all of the different languages. |

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the Teacher Night, Parent Teacher Conferences</td>
<td>September, November, March and May</td>
<td>We use over-the-phone interpretation service and bilingual school personnel.</td>
</tr>
<tr>
<td>Math and Literacy Events</td>
<td>Fall/Spring</td>
<td>We use a simultaneous oral translation tool with parents who prefer Spanish as their primary spoken language.</td>
</tr>
<tr>
<td>Breakfast or Dinner with the Principal</td>
<td>Monthly</td>
<td>We use a simultaneous oral translation tool with parents who prefer Spanish as their primary spoken language.</td>
</tr>
<tr>
<td>Parent Orientation and Parent Association Meetings</td>
<td>Monthly</td>
<td>We provide bilingual meetings in both English and Spanish.</td>
</tr>
<tr>
<td>Multicultural Day</td>
<td>Winter</td>
<td>We use a simultaneous oral translation tool with parents who prefer Spanish as their primary spoken language.</td>
</tr>
<tr>
<td>Honor Roll/Awards Ceremonies</td>
<td>November, March and June</td>
<td>We provide bilingual meetings in both English and Spanish.</td>
</tr>
<tr>
<td>Graduation</td>
<td>June</td>
<td>We use a simultaneous oral translation tool with parents who prefer Spanish as their primary spoken language.</td>
</tr>
<tr>
<td>Meetings with Guidance Counselor and Assistant Principals , IEP Meetings</td>
<td>On-going</td>
<td>We use over-the-phone interpretation service and bilingual school personnel.</td>
</tr>
<tr>
<td>Pre-Kindergarten and Kindergarten Registration Meetings</td>
<td>On-going</td>
<td>Our staff that completes these meetings can speak English and Spanish. The over-the-phone interpretation services are also used.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

The school staff has been trained on the use of the language line and the three-Step flyer to access the various types of languages. Each classroom teacher receives the students’ preferred home language to keep as part of their emergency folder. In case of an emergency parents will be contacted by school staff personnel who speak the predominant preferred languages of either English or Spanish, which are our predominant home languages. Any other home languages we will use the interpretation line to request for an interpreter.

Classroom teachers use ClassDojo as a means to communicate with parents, and through ClassDojo, communication is translated into the desired language. ClassDojo sends text message alerts to families, therefore we can communicate with families quickly. We also plan to use K-12 Alerts in order to be able to communicate via text, email or phone messages to be able to reach out to parents in both English and Spanish.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

A copy of the Chancellor’s Regulation A-663 will be given to all staff members at the beginning of each school year. The school will also plan a PD where the School Language Access Coordinator and possibly the Field Language Access Coordinator will train school staff on the various language resources available to them. Such as three-way calling interpreters, ordering on-site interpreters and requesting documents to be translated.

School personnel will also receive a packet with phone numbers, scripts, and surveys to express support needed for seamless and ongoing translation and interpretation services for families.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Chancellor’s Regulation A-663 is a directive on the responsibility that our school system is committed to 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 P. S. 9. As a result of these regulations, P. S. 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, Mandinka, Nepali, 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 and every secretary has a poster in the main office. 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. It is also asked when the parents complete the student emergency cards (the blue cards). This information is then entered in the RCPL (Parents’ Preferred Language Report) to be printed whenever necessary.

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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 Language Access 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.