



**P.S. 209**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 10X209**

**ADDRESS: 317 EAST 183<sup>RD</sup> STREET, BRONX, NY 10458**

**TELEPHONE: 718-364-0085**

**FAX: 718-364-9548**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10x209 **SCHOOL NAME:** P.S. 209

**DISTRICT:** 10 **SSO NAME/NETWORK #:** Empowerment Network 14

**SCHOOL ADDRESS:** 317 East 183<sup>rd</sup> Street, Bronx, NY 10458

**SCHOOL TELEPHONE:** 718-364-0085 **FAX:** 718-364-9548

**SCHOOL CONTACT PERSON:** Anne Keegan **EMAIL ADDRESS:** akeegan2@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON** Jocelyn Witherell

**PRINCIPAL** Anne Keegan

**UFT CHAPTER LEADER** Jocelyn Witherell

**PARENTS' ASSOCIATION  
PRESIDENT** Lisa Colon

**STUDENT REPRESENTATIVE**  
*(Required for high schools)* n/a

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT** Sonia Menendez

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Anne Keegan</b>	*Principal or Designee	
Jocelyn Witherell	*UFT Chapter Chairperson or Designee	
Lisa Colon	*PA/PTA President or Designated Co-President	
Lisa Colon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Fay Adams</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tricia Coulter	Member/ Assistant Principal	
Christine Calvi	Member/ Literacy/Math Coach	
Hawa Diakite	Member/ Parent	
Jacqueline Ortiz	Member/ Parent	
Jose Aguirre	Member/ Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Behind the doors of Empowerment School 209 you will find a genuine and diverse community of learners and educators that continuously strive toward a higher standard of moral excellence and academic achievement. We pride ourselves on successfully creating and maintaining a safe and inviting learning environment where all children enjoy coming to school as evidenced by our annual attendance rate of 95%. According to our most recent Parent Survey data, of which 100% of parents completed during the 2008-2009 school year, 99% of our parents are satisfied or very satisfied with the education their child has received at P.S. 209 and with the opportunities they have been given to be involved in their child's education. This speaks volumes of the committed relationship between the parents and the staff members.

This year we have continued and expanded upon last year's school-wide initiative to increase parental involvement. This has again resulted in a strong partnership between educators and caregivers thus leading to a strengthened support system for our students. We truly believe that this collaboration embodies our school motto, "We're all in this together; Imagine the possibilities." Through continuous reflection and feedback, we have recognized and acted upon the desire to further unify school and community. The continuation of our parent committee has led to an increase in the amount of workshops offered and broadened the scope of parent participation in educational decisions.

Furthermore, through daily collaboration between school leaders, teachers, highly accredited professional consultants, volunteer study groups and school committees, we continue to grow in our knowledge of "best" instructional practices. This collaboration and commitment to life long learning directly impacts student achievement through improving the quality of instruction which has thus been evidenced by the school's innovative tracking systems in all core subjects, with recent improvements made in mathematics and science assessments. According to our Needs Assessment Survey, 100% of teachers agree that student achievement data is used to improve instructional decisions thus proving that our assessments are both meaningful and beneficial for both teachers and students. Constant reflection of best practices has led us to revise and pilot new curricular approaches, such as the integration of vocabulary into our literacy calendars and a renewed phonics initiative to supplement our balanced literacy approach. As a result of our thorough data examination, we developed a new approach to Extended Day that provides at-risk students with 1:1 attention for a six week cycle. This individualized instruction is tailored to meet the need of each and every child and enables them to reach grade level benchmarks alongside their peers while simultaneously building confidence and teacher/student relations.

Through our constant pursuit of continuous improvement, we are also building capacity within of our staff by encouraging all members to take on leadership roles in specialty areas and become active participants in school change and transformation. Partnerships with AUSSIE, Inc., LINC and Lehman

Math Project have supported our efforts to build school capacity and promote a continuous cycle of assessment, reflection and transformation.

These partnerships have also assisted us in recognizing the need to provide our students with additional global experiences. Through the hard work and commitment of our Arts Committee, we have chosen to concentrate on enriching the lives of our students through biweekly culture days in order to expose and immerse the children in a variety of meaningful activities. These culture days will ultimately motivate students to attend school, give them opportunities to connect to literature, and build experiences to increase diversity in writing. After completing our vocabulary study group we recognized the opportunity to use these trips in conjunction with our writing and vocabulary calendars thereby creating meaningful and varied experiences with new language.

In an effort to prepare our students for an increasingly technological world, this year we made it a priority to purchase new student laptop computers, SMART Boards, iTouch devices, and a document camera. The staffs received extensive training and are presently developing a study group to collaborate on projects and support this initiative. Additionally, our parents were offered training in ARIS so that they can stay connected to and monitor their child's progress alongside the school.

Our expectation that every child will make a year's plus worth of progress in all core subjects in one academic year has led to great gains in student achievement. Using the resulting data to drive instruction has aided in differentiating the curriculum and its accessibility for students of all levels.

As the results of the parent and teacher sections of our Learning Environment Survey clearly demonstrate, all staff and parents at P.S. 209 believe that we have high expectations for our students' achievement. The results of these surveys also show that we have effective plans in place to ensure that all students meet or exceed our expectations. In addition, the formative June 2009 student data we collected in all four core subjects clearly indicates that all students are receiving the highest quality education possible and have been afforded the opportunity to, "Imagine the Possibilities."

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 209						
<b>District:</b>	10	<b>DBN:</b>	10X209	<b>School BEDS Code:</b>	321000010209		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3		7		11
	K	√	4		8		12
	1	√	5		9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	36	36	36		93.6		
Kindergarten	66	88	71	<b>Student Stability - % of Enrollment:</b>			
Grade 1	57	57	86	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	55	47	53		89.3	91.4	92.7
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		89.8	84.3	87.5
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		3	4	15
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	1	0
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	214	228	246				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	10	11	13	Principal Suspensions	0	2	6
# in Collaborative Team Teaching (CTT) Classes	15	9	10	Superintendent Suspensions	0	0	2
Number all others	8	6	14	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	40	46	67	Number of Teachers	20	21	23

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	2	0	Number of Administrators and Other Professionals	2	7	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	25.0	33.3	39.1
				% more than 5 years teaching anywhere	15.0	9.5	8.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	50.0	43.0	61.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	94.4	100.0
American Indian or Alaska Native	0.9	0.9	0.8				
Black or African American	27.6	27.2	23.2				
Hispanic or Latino	69.2	68.0	73.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	2.6	2.0				
White	0.9	1.3	0.4				
<b>Male</b>	46.3	46.5	44.7				
<b>Female</b>	53.7	53.5	55.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:				Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		-	-				
Hispanic or Latino		√	√				
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White		-	-				
<b>Other Groups</b>							
Students with Disabilities		-	-				
Limited English Proficient		-	-				
Economically Disadvantaged		√	√				
<b>Student groups making AYP in each subject</b>		3	3	0	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>		<b>Overall Evaluation:</b>	√
<b>Overall Score:</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:		Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:		Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:			
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:			

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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What student performance trends can you identify?

### Reading

- 80% of P.S. 209's student population has met or exceeded New York City's end of the year reading benchmark.
- 89% of our kindergarten students have met or exceeded the New York City reading benchmark for June 2009. 99% of these kindergarten students are reading on a first grade reading level or higher.
- 100% of our general education first graders have met or exceeded the New York City Reading Benchmark for June 2009. 83% of all first grade students have met or exceeded New York City's first grade reading benchmark. 72% of our first graders are reading on a second grade reading level or higher.
- 100% of our general education second grade students have met or exceeded New York City's Reading Benchmark for June 2009. 92% of the entire second grade is reading on or above the end of the year benchmark. 29% of second grade students are reading on a third grade reading level. 33% of second grade students are reading on a fourth grade reading level. 22% of our second grade students are reading on a fifth grade reading level. Once a child benchmarks at a level 30 they begin reciprocal teaching. The 8% of students who did not meet the end of the year benchmark were special education students in the 12:1:1 classroom, our most restrictive special education environment.
- Once reviewing our school wide data findings from June 2008 we identified the students with special needs as the highest need and lowest performing student population. The 2008-2009 Inquiry Study focused on sight word acquisition/retention and its impact on individualized reading levels for our 12:1:1 students. 83% of our targeted population made at least a year to a year and half's worth of reading progress

measured against their individualized reading levels. The remaining student's data revealed an increase of at least 9 reading levels.

#### Writing

- 87% of P.S. 209's student population reached proficiency levels of a 3 or 4 based on the A.U.S.S.I.E grade specific writing rubrics for June 2009.
- 97% of our kindergarten students reached proficiency levels of a 3 or a 4 based on the A.U.S.S.I.E Kindergarten Writing Rubric for June 2009.
- 94% of our general education first grade students reached proficiency levels of a 3 or a 4 based on the A.U.S.S.I.E First Grade Writing Rubric for June 2009. 36% of our first grade special education population reached proficiency levels of 3 or a 4, which is a 24% increase from our 2009 midline writing data.
- 89% of our general education second grade students reached proficiency levels of a 3 or a 4 based on the A.U.S.S.I.E Second Grade Writing Rubric for June 2009.

#### Math

- 93% of P.S. 209's student population reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2009.
- 91% of kindergarten students reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2009.
- 97% of first grade students reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2009.
- 90% of first grade students reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2009.

#### Science

- 81.5% of P.S. 209's student population reached a proficiency level of 3 on the science endline (leveling system 1-3) from June 2009
- 82% of kindergarten students reached a proficiency level of 3 on the science endline (leveling system 1-3) from June 2009
- 75% of first grade students reached a proficiency level of 3 on the science endline (leveling system 1-3) from June 2009
- 72% of second grade students reached a proficiency level of 3 on the science endline (leveling system 1-3) from June 2009

#### Social Studies

- In June 2009, 86% of P.S. 209's student population reached proficiency levels of a 3 or a 4 in Social Studies.
- In June 2009, 92% of kindergarten students reached proficiency levels of a 3 or 4 in Social Studies.
- In June 2009, 88% of first grade students reached proficiency levels of a 3 or 4 in Social Studies.
- In June 2009, 78% of second grade students reached proficiency levels of a 3 or 4 in Social Studies.

*What have been the greatest accomplishments over the last couple of years?*

- Our dedication to **high-quality and frequent professional development** has led to strong partnerships between AUSSIE consultants, LINC advisors, Tequipment, New York City Math Project at Lehman College, and the Educational Resources Center, as well as the maximizing of teacher knowledge within the building. According to our 2007-2008 Quality Review report, “Differentiated quality of professional development is informed by high quality pedagogical dialogue and a thorough understanding of school and teacher needs.”
- Development of a **new teacher study group** differentiated professional development and gave new teachers a forum for questions in an effort to build their knowledge base of best practices and increase teacher confidence.
- Based on student data and teacher feedback we decided to revise **our writing and reading curriculum** and **pilot our newly purchased updated math program** (TERC Investigations) in all K-2 classrooms. After making significant changes to the writing curriculum to target the needs of students at P.S. 209, we aligned it with the reading curriculum in order for students to gain schema and build upon prior knowledge to make connections across disciplines. Revisions to our standards based curricula are a result of much collaboration in the form of a cyclical three-tiered collaborative team structure (committee, grade level, and school wide), which can often be interchangeable. These revisions introduced more effective assessment practices including item analysis and tracking systems so we could consistently evaluate student progress and trouble-shoot for instructional gaps. After piloting revised curricula, this year the staff **refined philosophy statements** in these core areas.
- After reviewing student writing samples, we recognized a need for vocabulary development. A research-based vocabulary study group was formed in the spring of 2009 and has since advanced into a study group based on implementing best practices in the classroom. Additionally, a K-2 **vocabulary calendar was drafted** to complement our writing and reading curriculum.
- From our Needs Assessment Survey, a **word study continuum was developed** in conjunction with our A.U.S.S.I.E. consultant. This continuum will be used to plan learning objectives based on student’s developmental needs.
- Reflecting on the needs of our students has led to the creation, revision and continuation of an arts committee dedicated to providing **meaningful external school experiences** in the form of Culture Days. **Teacher feedback has been provided** in the form of surveys to ensure all Culture Days complement current units of study.
- This year we have **reached out to the community**, bringing Fordham Arts in for performances as well as visiting a neighboring school for reading buddies. Additionally, 2009 marked our first annual Kick-off to Community Service where we honored community activists. This opportunity offered our students a chance to learn from local role models.
- The **implementation of daily recess activities** has led to an **emphasis on problem-solving and healthy habits**, as well reportedly **increased concentration** during instructional times.
- During the 2008-2009 school year, **100% of teachers and parents participated in our Annual Learning Environment Survey**. As a result, school-wide decisions are reflective of the needs of the entire school community. **100% of our parents agreed that our school encourages students to do their best** through the development of rigorous and meaningful academic goals. For **two consecutive years** it has been shown that **100%** of participating parents agreed or strongly agreed that their children were **safe** inside the school building.
- **Teachers are empowered** to seek individualized professional development opportunities within our own learning community and through external workshops. This celebration of

collegial success combined with accessibility of resources has unified and strengthened our staff. As a result of this practice our teachers have utilized a peer mentoring and coaching program to share best practices and promote the cycle of continuous learning. Teachers often schedule visits to observe highly effective instructional strategies used in classrooms by their colleagues. Teachers are also encouraged to attend external workshops for differentiated professional development and to turn key their knowledge with school peers.

- The success of our Guided Reading push-in initiative led to the development of a **math push-in** position in each classroom to increase student achievement in mathematics. We aligned our math curriculum with the NYS standards and developed standards based periodic assessments to maximize instructional time and to ensure daily differentiation. Collaboration amongst the classroom teacher and push-in support has increased the effectiveness of small group instruction, daily lesson planning, and teacher confidence in meeting the varying needs of each individual child.
- In 2009 – 2010 one specialist teacher will be assigned to each class as push-in support for math and guided reading. This teacher will also provide science and social studies instruction to **support student learning through an integrated curriculum.**
- **Formative Social Studies and Science draft assessments have been developed** and piloted to better track student progress.
- **Collaborative committees** have been created in order to build capacity amongst all staff members. The committees include Parent Involvement Committee, Arts Committee, Comprehensive Educational Plan Committee, Writing Committee, Mathematics Committee, Special Education Committee, Learning Goals Committee and Data Committee.
- **Long term and annual school goals and action plans were developed and revised** in consultation with the entire school community as well as school consultants.
- Based on the findings of the 2007-2008 Inquiry Study, we decided to continue the inquiry on the same subject, with a different target population (from general education to Most Restrictive Environment). Upon completion of the study, **83% of participants had made at least a year to a year and a half's worth of progress.**
- Our English Language Learner (ELL) population has increased from 19% in 2007-2008 to 34% in 2008-2009. To best meet the needs of these children we implemented an after school program focusing on language enrichment. Additionally, classroom teachers are differentiating their lessons for small group instruction in order to work with these children at their varying readiness levels.

*What are the most significant aids or barriers to the school's continuous improvement?*

### **Barriers**

- One of the major obstacles P.S. 209 faces is that New York State ELA and Mathematics performance data is not assessable for comparison across schools. Although we have contacted and attempted to build partnerships with our feeder schools, we were unable to obtain an item analysis breakdown of our students' performances on the third grade ELA and mathematics exams due to legalities with Grade 2 (graduates) attending feeder schools. Attaining this information would be beneficial for providing professional development in order to track student progress based on targeted areas of need.
- At the present time, New York State assessment tools aligned to the standards are limited for tracking student progress in Early Childhood schools. Therefore, we are unable to compare our current school assessments that we have found beneficial against other Early Childhood New York City public schools. Much of our time is devoted to developing, collecting, inputting, and

analyzing student data in order for us to create our own standards aligned tracking systems in all core subjects.

### **Aids**

- Staff retention has continued to increase providing our students with continuity and has directly resulted in the extension and differentiation of our professional development among seasoned teachers and novice teachers alike. In continued collaboration with outside consultants cyclical and differentiated professional development is provided.

<b>School Year</b>	2005-2006	2006-2007	2007-2008	2008-2009
<b>Percent Retained</b>	65%	73%	81%	93%

- The involvement of our parents, as evidenced by their attendance at monthly workshops, parent/teacher conferences, class celebrations, attendance assemblies, and 100% participation on the Learning Environment Survey, supports student learning and enables us to accomplish school goals collaboratively.
- Purchasing three SMART Boards™, ten iTouch™ devices, numerous student laptops and three Document Cameras shows our commitment to providing our students with global technology experiences. SMART™ training has been provided and a study group designed to increase student achievement and engagement as well as build teacher confidence.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**See Attached – Long Term and Annual School Goals**

**SECTION V: ANNUAL SCHOOL GOALS**

<p align="center"><b><u>Long Term Three Year Goal 2008-2011</u></b></p>	<p align="center"><b><u>Annual Goal 2009-2010</u></b></p>
<p><b><u>English Language Arts 2008-2011</u></b></p> <p>By June 2011, the number of students achieving levels 3 or 4 in English Language Arts will increase by 1% each year and will narrow the achievement gap between Special Education, English Language Learners, and General Education students based on students who have attended Kindergarten through Second Grade at P.S. 209 since September 2008. This will be measured by the comparison of our June 2008 and June 2011 school wide running record (Instructional Reading Level Tracking Sheet) data and our June 2008 and June 2011 Standards Based Writing Rubric Endline data.</p>	<p><b><u>English Language Arts 2009-2010</u></b></p> <p>By June 2010, there will be a 1% increase, from 80% in 2009 to 81% in 2010, of students achieving levels 3 or 4 in English Language Arts based on the students who have been enrolled in P.S. 209 since Kindergarten. This increase will be measured by our June 2010 school-wide Running Record (Instructional Reading Level Tracking Sheet) data and our Standards-Based Writing Rubric Endline data.</p>
<p><b><u>Math 2008-2011</u></b></p> <p>By June 2011, P.S. 209 will increase the number of our students achieving level 3 (65 – 100%) in Math by 1% each year based on students who have attended Kindergarten through Second Grade at P.S. 209 since September 2008. This will be measured by the comparison of our June 2009 and June 2011 Math Endline Assessment.</p>	<p><b><u>Math 2009-2010</u></b></p> <p>By June 2010, there will be a 1% increase, from 55% in 2009 to 56% in 2010, of students achieving levels 3 in Mathematics based on the students who have been enrolled in P.S. 209 since Kindergarten. This increase will be measured by our June 2010 Math Endline Assessment.</p>
<p><b><u>Science 2009-2012</u></b></p> <p>By June 2012, Science data will be collected for the first time using our Unit Specific Assessments (performance tasks, observations, work samples). We anticipate that 45 - 55% of our entire school population who have attended P.S. 209 since September 2009 will reach a proficiency level as measured by our June 2012 Summative Assessment.</p>	<p><b><u>Science 2009-2010</u></b></p> <p>By June 2010, a Science curriculum along with coinciding unit assessments will be drafted and piloted in all kindergarten through second grade classrooms.</p>
<p><b><u>Social Studies 2009-2012</u></b></p> <p>By June 2012, Social Studies data will be collected for the first time using our Unit Specific Assessments (performance tasks, observations, work samples). We anticipate that 45 - 55% of our entire school population who have attended P.S. 209 since September 2009 will reach a proficiency level as measured by our June 2012 Summative Assessment.</p>	<p><b><u>Social Studies 2009-2010</u></b></p> <p>By June 2010, a Social Studies curriculum along with coinciding unit assessments will be drafted and piloted in all kindergarten through second grade classrooms.</p>
<p><b><u>Arts Education 2008-2011</u></b></p> <p>By June 2011, all children at P.S. 209 who have participated in culture days will increase the quality of their writing as measured by the Standards Based Writing Rubric Endline data.</p>	<p><b><u>Arts Education 2009-2010</u></b></p> <p>By June 2010, P.S. 209's Project Arts Committee will design and implement an Arts Plan, that will increase family involvement in education through the arts as well as integrate Cultural Activities into the curriculum. This will be measured by the 2009 – 2010 Project Arts Calendar and P.S. 209's partnership with Cool Culture's Literacy Without Walls.</p>
<p><b><u>Parent Involvement 2008-2011</u></b></p> <p>By June 2011, P.S. 209 will increase the number of parents attending school related events by at least 1% each year as measured by Parent Workshop sign in sheets.</p>	<p><b><u>Parent Involvement 2009-2010</u></b></p> <p>By June 2010, we anticipate that an average of 5 - 10% of our entire parent population will attend all School Events/Parent Workshops as measured by Parent Workshop sign in sheets, agendas and the 2009 – 2010 Parent Involvement Plan.</p>

**SECTION VI: ACTION PLAN – PLEASE SEE ATTACHED ACTION PLANS DEVELOPED BY 209**

**PS 209 English Language Arts Action Plan**

By June 2010, 81% of our student population who have attended P.S. 209 since September 2008 will achieve levels 3 or 4 in English Language Arts as measured by our June 2009 school-wide Running Record (Instructional Reading Level Tracking Sheet) data and our Standards-Based Writing Rubric Endline data.

Targeted Actions	Time-line	Professional Development	Staff Required	Responsibilities	Indicators
<p><b><u>Target Population:</u></b>  <b>Whole School Population</b></p> <p><b>All classroom and push in guided reading teachers will receive differentiated professional development focused on implementing the components of balanced literacy while focusing on Cambourne’s Conditions of Learning in order to sustain or increase P.S. 209’s school wide ELA achievement.</b></p>	<p>Sep 09 – June 2010</p>	<ul style="list-style-type: none"> <li>• Weekly Professional Development, common planning and learning lab sites focused on Cambourne’s Conditions of Learning through the components of balanced literacy.</li> <li>• Differentiated Study Groups</li> <li>• 8 – 10 week cycles of 1:1 differentiated professional development with classroom and specialist teachers.</li> </ul>	<p>Administration, Classroom Teachers, Specialist Teachers, Coach, Literacy Consultant</p>	<ul style="list-style-type: none"> <li>• Administration to provide Professional Development periods within the Master Schedule for teachers and coach/consultant</li> <li>• Review of student data by administration, coach and teacher(s) to plan differentiated Professional Development</li> <li>• Coach, Consultant, Assistant Principal to provide 1:1 differentiated professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Professional Development, Common Planning and Lab Sites will be conducted as evidenced by AUSSIE logs, coach’s schedule, agendas, sign-in sheets and minutes. (September 2009 – June 2010)</li> <li>• Components of Balance literacy and Cambourne’s Conditions of Learning will be evident in all classrooms as measured by teacher lesson plans, informal and formal observations. (September 2009 –June 2010)</li> <li>• Student data is reviewed during assessment meetings and common planning sessions as evidenced by cycles of professional development/study groups. (September 2009-September 2010)</li> <li>• Teachers will receive cycles of 1:1 professional development from our AUSSIE Consultant, Coach, and Assistant Principal based on teacher feedback, student data, and informal/formal observations as measured by teacher lesson plans, informal/formal student assessments and student work samples. (September 2009-September 2010)</li> </ul>

<p><b><u>Target Population: Special Needs Students</u></b></p> <p><b>Close the achievement gap between P.S. 209's special education student population and general education population.</b></p> <ul style="list-style-type: none"> <li>• <b>By June 2010, P.S. 209 will explore reasons for the achievement gap between our Special Education and general education populations in reading through an Inquiry Study focused on self motivation leading to an improvement in instructional reading levels .</b></li> </ul>	<p>Began Sept. 2007 and is ongoing to June 2010.</p>	<p>Weekly Inquiry Team meetings will be held to:</p> <ul style="list-style-type: none"> <li>• review current and future data</li> <li>• Measure student progress in a variety of ways to best show data trends.</li> <li>• Analyze student work to identify student needs combined with student stages of development.</li> <li>• Meetings to revisit goals and evaluate the effectiveness of the process.</li> <li>• Discuss and evaluate resources that can be used to develop and expand upon our knowledge base of best practices.</li> <li>• Collaboratively plan differentiated instruction.</li> </ul>	<p>Administration, Inquiry Study Members, Data Team</p>	<ul style="list-style-type: none"> <li>• From October to June, Most Restricted Environment student data will be collected, tracked and analyzed by the Inquiry team members. The information will be used to drive differentiated instruction.</li> <li>• Team members will facilitate meetings and share best practices.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The Inquiry Team will meet weekly to monitor the achievement of our target population as evidenced by Inquiry Team agendas, minutes, and student assessments. (September 2009 – June 2010)</li> <li>• From September 2009 - June 2010, running records, teacher conference notes and daily individual self-monitoring charts will be collected and reviewed periodically (6-8 weeks) to measure student progress as evidenced by Inquiry Team minutes and inquiry charts.</li> <li>• Starting in November 2009, targeted actions will be implemented for individual and groups of students as a result of the review of periodic assessment results as evidenced by Inquiry Team Minutes and charts.</li> <li>• By November 2009, the classroom teacher lesson plans for the target population will show evidence of differentiated instruction based on academic and social emotional strengths and needs, as measured by periodic review and discussion of lesson plans by the Inquiry Team.</li> <li>• By December 2009, based on the data collected and analyzed a measurable goal will be set to determine an increase in learning behaviors and reading levels.</li> <li>• The Inquiry Team will review and decide upon best practices to implement in the classroom as evidenced by teacher lesson plans, student work samples and inquiry team minutes (September 2009 – June 2010).</li> </ul>
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**Math 2009-2010**

By June 2010, there will be a 1% increase, from 55% in 2009 to 56% in 2010, of students achieving levels 3 in Mathematics based on the students who have been enrolled in P.S. 209 since Kindergarten. This increase will be measured by our June 2010 Math Endline Assessment.

<b>Targeted Action</b>	<b>Time</b>	<b>Professional Development</b>	<b>Staff Required</b>	<b>Responsibilities</b>	<b>Indicators</b>
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<p><b>Target Population:</b>  <b>Kindergarten through Second Grade Students</b></p> <ul style="list-style-type: none"> <li>• <b>All students will be assessed against New York State standards for competency and growth.</b></li> <li>• <b>Scheduled Guided Math push-in support in all classrooms to ensure differentiation of instruction for all students.</b></li> <li>• <b>Analysis of assessments (Periodic Assessments, Unit Assessments, Unit Benchmarks, Conference notes and Student work samples) will be used to determine grouping for guided math instruction as well as classroom instruction.</b></li> </ul>	<p>Sept. 09 – June 10</p>	<ul style="list-style-type: none"> <li>• Math push-in support teachers will meet with our Math consultant and classroom teachers to plan differentiated lessons based on data.</li> <li>• Math Consultant will provide PD on using formative assessments and planning differentiated instruction.</li> <li>• Math Consultant will provide content specific PD around unit benchmarks, believed misconceptions, and looking at how children learn mathematics.</li> </ul>	<p>Classroom teachers, guided math teachers, Math Coach, Math Consultant, Administration</p>	<ul style="list-style-type: none"> <li>• Guided Math and classroom teachers will plan differentiated lessons for small group instruction.</li> <li>• Classroom Teachers, Math Consultant, Math Coach and Administration will administer, analyze and revise student assessments.</li> <li>• Classroom and Guided Math Teachers will plan and implement lessons based on professional development provided during common planning.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will receive small group differentiated instruction during the guided math block as evidenced by classroom teacher and guided math teacher conference notes and lesson plans. (September 2009 – 2010)</li> <li>• Revised formative periodic assessments measuring growth in knowledge, skills and mathematical thinking are standards aligned, cumulative, and are implemented as measured by the baseline, midline, and endline assessments. (Sept. 2009 – June 2010)</li> <li>• Math Professional Development will inform daily math instruction as well as improve student learning as evidenced by teacher lesson plans and student assessments. (Sept. 2009 – June 2010)</li> </ul>
<p><b>Budget:</b></p>					

**Science 2009-2010**

By June 2010, a Science curriculum along with coinciding unit assessments will be drafted and piloted in all kindergarten through second grade classrooms.

Targeted Actions	Time	Professional Development	Staff Required	Responsibilities	Indicators
<p><b>Target Population: Kindergarten through Second Grade Students</b></p> <ul style="list-style-type: none"> <li>● <b>Students will have the opportunity to engage in Science instruction at least 5 times a week.</b></li> <li>● <b>Formative standards based unit assessments are being designed and piloted to track student progress and inform instruction.</b></li> <li>● <b>FOSS, a research-based science curriculum will be used as a supplemental program to improve the learning and teaching of science.</b></li> </ul>	<p>Starting from Sept 2009 and ongoing</p> <p>Starting from October 2009 and ongoing</p> <p>October</p>	<ul style="list-style-type: none"> <li>● Science specialists participate in a study group focusing on the method of unit planning through Backward Design.</li> <li>● Science Specialists will receive PD on unit planning through Backward Design while aligning our Science Curriculum Calendar with the New York City Science Scope and Sequence.</li> <li>● Science Specialists will utilize external PD opportunities through The Full Option Science System.</li> </ul>	<p>Science Specialists, A.U.S.S.I.E. Consultant, Literacy Coach, and Administration</p>	<ul style="list-style-type: none"> <li>● All members of the group are responsible for facilitating Study Group discussions.</li> <li>● Science Specialists, Coach, Consultant and Administration will design unit plans and assessments through the backward design method.</li> <li>● Science Specialists will attend FOSS professional development and use the kit as a supplemental program in all kindergarten through second grade classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Science study group meets weekly to discuss the professional text <u>Understanding By Design</u> and its relation to daily instruction as evidenced by study group sign in sheets and agendas. (September 2009 – June 2010)</li> <li>● A drafted Science curriculum will be piloted in all K – 2 classroom as evidenced through lesson and unit plans. (October 2009 – June 2010)</li> <li>● Student’s level of understanding will be measure through unit assessments (performance tasks, conference notes, student work samples and journal entries). (October 2009 – June 2010)</li> <li>● Student engagement through scientific experiments will increase as measured by teacher lesson plans and student work samples. (October 2009 – June 2010)</li> </ul>
Budget:					

### Social Studies 2009-2010

By June 2010, a Social Studies curriculum along with coinciding unit assessments will be drafted and piloted in all kindergarten through second grade classrooms.

Targeted Actions	Time	Professional Development	Staff Required	Responsibilities	Indicators
<p><b>Target Population: Kindergarten through Second Grade Students</b></p> <ul style="list-style-type: none"> <li>● <b>Students will have the opportunity to engage in Social Studies instruction at least 5 times a week.</b></li> <li>● <b>Formative standards based unit assessments are being designed and piloted to track student progress and inform instruction.</b></li> </ul>	<p>Starting from Sept 2009 and ongoing</p> <p>Starting from October 2009 and ongoing</p>	<ul style="list-style-type: none"> <li>● Social Studies specialists participate in a study group focusing on the method of unit planning through Backward Design.</li> <li>● Social Studies Specialists will receive PD on unit planning through Backward Design while aligning our Social Studies Curriculum Calendar with the New York City Social Studies Scope and Sequence.</li> <li>● Social Studies Specialists will utilize external PD opportunities</li> </ul>	<p>Social Studies Specialists, A.U.S.S.I.E. Consultant, Literacy Coach, and Administration</p>	<ul style="list-style-type: none"> <li>● All members of the group facilitate Study Group discussions.</li> <li>● Social Studies Specialists, Coach, Consultant and Administration will design unit plans and assessments through the backward design method.</li> </ul>	<ul style="list-style-type: none"> <li>● Social Studies study group meets weekly to discuss the professional text <u>Understanding By Design</u> and its relation to daily instruction as evidenced by study group sign in sheets and agendas. (September 2009 – June 2010)</li> <li>● A drafted Social Studies curriculum will be piloted in all K – 2 classroom as evidenced through lesson and unit plans. (October 2009 – June 2010)</li> <li>● Student’s level of understanding will be measure through unit assessments (performance tasks, conference notes, student work samples and journal entries). (October 2009 – June 2010)</li> </ul>
<p>Budget:</p>					

### Arts Education 2009-2010

By June 2010, P.S. 209's Project Arts Committee will design and implement an Arts Plan, that will increase family involvement in education through the arts as well as integrate Cultural Activities into the curriculum. This will be measured by the 2009 – 2010 Project Arts Calendar and P.S. 209's partnership with Cool Culture's Literacy Without Walls.

Targeted Action	Time	Professional Development	Staff Required	Responsibilities	Indicators
<p><b>Target Population: Whole School Population</b></p> <ul style="list-style-type: none"> <li>• All classes receive weekly art instruction.</li> <li>• Select students will receive Arts enrichment through club time in Visual Arts.</li> <li>• By the end of the year our attendance rate will either increase or remain the same as a result of our children being motivated to come to school due to our increased arts opportunities.</li> <li>• Students will attend curriculum related cultural experiences.</li> <li>• All prekindergarten and kindergarten students and their families will receive Cool Culture's Literacy Without Walls Cultural Passes.</li> </ul>	<p>Sept. 2008- June 2009</p> <p>Sept. 2008- June 2009</p> <p>Oct. 2009- June 2010</p> <p>Nov. 2009 – Nov. 2010</p>	<ul style="list-style-type: none"> <li>• Visual Arts Teacher will seek individualized professional development from outside resources (including the institutions visited for cultural days).</li> <li>• Project Arts Committee and Parent Coordinator will receive professional development from the Cool Culture's Literacy Without Walls Program.</li> </ul>	<p>Visual Arts Teacher, Project Arts Committee, Parent Coordinator, Administration</p>	<ul style="list-style-type: none"> <li>• Visual Art specialists will attend external PD sessions.</li> <li>• Our Visual Arts teacher will provide weekly club time for select students.</li> <li>• Teachers will record daily attendance and administration will collect data regarding weekly and monthly school attendance.</li> <li>• The Project Arts Committee will develop and plan a calendar of cultural events.</li> <li>• The Parent Coordinator and the Project Arts Committee will attend professional development sessions provided by Cool Culture's Literacy Without Walls Program and turnkey information to participating families.</li> </ul>	<ul style="list-style-type: none"> <li>• Student work and teacher lessons will reflect best practices learned from pd session as evidenced by teacher lesson plans and informal/formal observations conducted by administration. (November 2009 – June 2010)</li> <li>• Our Visual Arts club meets weekly as evidenced by teacher lesson plans and the master prep schedule. (September 2009 – June 2010)</li> <li>• Attendance reports from June 2009 will be compared to the attendance data collected in June 2010 as evidenced by Network Attendance Reports. (June 2009– June 2010)</li> <li>• Students will attend curriculum related cultural experiences as evidenced by teacher lesson plans and the Project Arts Committee Calendar of Events. (October 2008 –</li> </ul>

					June 2009) <ul style="list-style-type: none"><li>• Students and their families will attend various citywide cultural institutions. (November 2009 – November 2010)</li></ul>
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**Budget:**

**Parent Involvement 2009-2010**

By June 2010, we anticipate that an average of 5 - 10% of our entire parent population will attend all School Events/Parent Workshops as measured by Parent Workshop sign in sheets, agendas and the 2009 – 2010 Parent Involvement Plan

<b>Targeted Actions</b>	<b>Time</b>	<b>Professional Development</b>	<b>Staff Required</b>	<b>Responsibilities</b>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>• <b>Parent workshops will be based on P.S. 209's semiannual Parent Needs Assessment Survey to increase parent knowledge in all academic areas.</b></li> </ul>	Began Sept. of 2009 and is ongoing through June 2010.	<ul style="list-style-type: none"> <li>• School-wide decisions will be made based on the needs of the parent population after reviewing the Parent Learning Environment Survey and the semiannual Parent Needs Assessment Survey.</li> </ul>	Parent Committee members, Parent Coordinator, administration, PTA members, and parents, and LINC.	<ul style="list-style-type: none"> <li>• Staff analyzes survey data and plans parent workshops accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• P.S. 209's semiannual parent needs assessment survey will be analyzed in order to inform the decisions of the parent committee as evidence by parent survey analyses data. <i>(September 2009-June 2010)</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Parent committee will develop a calendar of events to outline parent workshops from September 2009 – June 2010.</b></li> </ul>	Sept. 2009 – June 2010	<ul style="list-style-type: none"> <li>• Monthly collaboration among Parent Committee members to develop P.S. 209's Parent Involvement Plan (Calendar).</li> </ul>		<ul style="list-style-type: none"> <li>• Parent Committee plans and facilitates parent workshops/trips for the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the P.S. 209 Parent Involvement Plan as evidenced by the calendar of events. <i>(September 2009-June 2010)</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Parents will be provided with subject specific information and tools to support and reinforce best practices at home.</b></li> </ul>	Sept. 2009 – June 2010	<ul style="list-style-type: none"> <li>• Parent Committee will provide parents with subject specific information and educational tools needed.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers share best practices with parents during workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students achieving levels 3 and 4 in Literacy and Math will sustain or increase due to parent participation in educational workshops as evidenced by periodic assessment data. <i>(October 2009 – June 2010)</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Systems will be put in place to sustain or increase parent attendance at workshops.</b></li> </ul>	September 2009 – June 2010	<ul style="list-style-type: none"> <li>• Successful systems regarding parent attendance will be discussed during parent committee meetings.</li> </ul>		<ul style="list-style-type: none"> <li>• Parent Coordinator in conjunction with the PTA members will make phone calls to inform parents of important events.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent attendance at all school functions will be tracked as evidenced by parent sign-in sheets. <i>(September 2009 - June 2010)</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>P.S. 209 will develop a partnership with Cool Culture's Literacy Without Walls Program.</b></li> </ul>	Nov 2009 – Nov 2010	<ul style="list-style-type: none"> <li>• Parent Coordinator and the Project Arts Committee will receive professional development from the Cool Culture's Literacy Without Walls Program.</li> </ul>		<ul style="list-style-type: none"> <li>• The Parent Coordinator will attend professional development sessions provided by Cool Culture's Literacy Without Walls Program and turnkey information to participating families.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and their families will attend various citywide cultural institutions. <i>(November 2009 – November 2010)</i></li> </ul>
<b>Budget:</b>					

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	25	N/A	N/A	1	1	0	2
1	37	32	N/A	N/A	2	0	0	3
2	39	56	N/A	N/A	2	1	1	2
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA: Foundations, Reading Recovery, Just Right Reading</b></p>	<p><b><u>Foundations</u></b> (a phonological/phonemic awareness, phonics and spelling program which reduces reading and spelling failure; small group/whole class, before school/during the day, 3-5 times per week, 30 minutes per day).</p> <p><b><u>Reading Recovery</u></b> (one-to-one tutoring program in reading and writing for first grade students who are at the bottom third of their class, during the school day, five days per week, 30 minutes per day, 12 to 20 weeks).</p> <p><b><u>Just Right Reading</u></b> (a variety of realistic fiction, fantasy and informational text which provides high-interest content at an independent reading level; small group, before school, 3-5 times per week, 30 minutes per day).</p>
<p><b>Mathematics: Breakaway Math, Touch Math, Number Pals,</b></p>	<p><b><u>Breakaway Math</u></b> (supplemental program which provides scaffolded instruction and guided practice in math concepts and fundamental skills; small group, before school, 3-5 times per week, 30 minutes per day).</p> <p><b><u>Number Pals</u></b> (program which develops math skills while enhancing vocabulary and comprehension; small group, before school/during the school day, 3-5 times per week, 30 minutes per day).</p> <p><b><u>Touch Math</u></b> (supplemental program which uses a multisensory approach and sequential strategy to improve students math comprehension and mastery; small group, during the school day, 3-5 times per week, 30 minutes per day).</p>
<p><b>Science:</b></p>	<p>N/A</p>
<p><b>Social Studies:</b></p>	<p>N/A</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b><u>At Risk Counseling</u></b> (small group/one-to-one, during the school day, 2 times per week, 30 minutes per day).</p> <p><b><u>Classroom Lessons</u></b> (whole class, during the school day, 2 times per month, 50 minutes per session).</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<b><u>At-Risk Counseling</u></b> (small group/one-to-one, during the school day, 1 time per week, 30 minutes per day).
<b>At-risk Services Provided by the Social Worker:</b>	<b><u>At-Risk Counseling</u></b> (small group/one-to-one, during the school day, 2 times per week, 30 minutes per day).
<b>At-risk Health-related Services:</b>	<b><u>At-Risk Health-Related Services</u></b> 504 plans are on file in the nurse's office. The nurse administers medication when necessary or at appropriate times (medications are locked in the nurse's office).

## **Appendix 2: Program Delivery For English Language Learners (ELLs)**

NCLB/SED requirement for all schools

### **Part A: Language Allocation Policy (LAP)**

#### **Public School 209**

#### **Language Allocation Policy 2009-2010**

#### **School ELL Profile**

##### **Language Allocation Policy Team Composition**

This LAP was completed by the following team: Anne Keegan, Principal; Patricia Coulter, Assistant Principal; Christine Calvi, Literacy/Math Coach; Kerry Holcomb, ESL Coordinator, Jocelyn Witherell, 2<sup>nd</sup> grade Classroom Teacher; and Heather Maguire, Science/Social Studies Specialist Teacher.

##### **Teacher Qualifications**

P.S. 209 has one ESL teacher who holds an initial certificate in ESL instruction. There are no certified bilingual teachers, and there are no content area teachers, special education teachers, or native language teachers with bilingual extensions. There are 16 teachers at P.S. 209 who teach classes that contain ELLs, none of whom currently have ESL or bilingual certifications.

##### **School Demographics**

There are currently 256 students at P.S. 209, 59 of who are ELLs. The total percentage of ELLs in our student population is currently 22.6%.

#### **ELL Identification Process**

The initial identification of possible ELLs starts at registration. The Home Language Identification Survey (HLIS) is administered to parents and an initial interview is conducted either in English or the parent's native language. School aides are on hand to translate in Spanish for any parent who does not speak English. Staff members (school secretary, school aides, and ESL Coordinator) who have been trained and are qualified to administer the Home Language Identification Survey (HLIS), are available to answer parent questions and assist with the completion of this document. This process is overseen by the ESL

Coordinator, Ms. Kerry Holcomb. Ms. Holcomb, who holds an initial certification in teaching English as a Second Language, is also responsible for conducting the initial screening and evaluating the HLIS to check for possible ELL status. Ms. Holcomb has been trained (Network meetings, and BETAC workshops) in the correct procedures for conducting the initial screening and administering both the HLIS and LAB-R. Students who are identified as being eligible for LAB-R testing are then administered the LAB-R, by Ms. Holcomb, within 10 days of enrollment. During the spring, the ESL Coordinator is also responsible for ordering the NYSESLAT materials, determining which students are eligible to take the NYSESLAT, and administering all parts of the exam to all eligible ELLs.

At the beginning of the school year, all parents of ELL students are invited to attend an informational session concerning the program options for ELLs (Transitional Bilingual, Freestanding ESL, and Dual Language). At this session the parents view a presentation about ELL programs and receive written information in both English and Spanish. Parents are given opportunities to ask questions concerning various programs and a Spanish translator is present to facilitate communication. At the end of the session parents are given the option to fill out the parent choice form immediately or return it later with their decision. Both the Parent Coordinator and ESL Coordinator are available in person or by phone to answer any questions that parents may have.

The ESL Coordinator is responsible for making sure all entitlement letters and parent options forms are distributed. To ensure parents have received and understand the information, a portion of the form is returned to the ESL Coordinator, signed and dated by a parent/guardian. Reminder notices are sent home and phone calls are made to student's who have not returned their forms.

The placement of ELLs into an ESL or Bilingual program is determined by the parent option forms. P.S 209 offers an ELL Parent Orientation where parents have the opportunity to ask questions about the programs and view an information video about ELL program options. A Spanish translator is available to assist Spanish speaking parents. The ESL and parent coordinators are also available for one-on-one consultations (in person, or by phone) to answer parent questions and meet with any parent who would like more information. Once the parent returns the parent option form, the child is placed in a program of their choice.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for program choices at P.S 209 has overwhelming been the Freestanding ESL program. During the 2008-2009 school year 100% of parents chose the Freestanding ESL program as their first choice. Our school's Freestanding ESL program is currently aligned with parent requests. If this changes in the future, we will reassess our program offerings.

## **ELL Demographics**

### **ELL Programs**

At this time P.S. 209 has no TBE or Dual Language classes. All students are served in a Freestanding Pull-Out ESL program. There are two kindergarten pull-out groups, three first grade pull-out groups, and one second-grade pull-out group, for a total of six pull-out ESL groups that are seen by the ESL teacher. In addition, the ESL teacher provides push-in support to classes several periods during a school week.

### **ELL Years of Service and Programs**

Of the 58 ELLs at P.S. 209, 56 have received services for 3 or fewer years (including this year). None of these students are SIFE, and 3 are in a special education self contained classroom. Two students have been receiving services for 4 years (including this year). One of these students is in a special education self contained classroom, the other student is in a Collaborative Team Teaching (CTT) classroom.

### **Home Language Breakdown and ELL Programs**

There are a total of 19 ELLs in Kindergarten, all of whom are in the Spanish language group. There are 27 ELLs in first grade, with 23 students in the Spanish language group and 4 students in the “Other” group. There are 12 ELLs in second grade, all of whom are in the Spanish language group.

### **Programming and Scheduling Information**

Currently PS 209 is offering pull-out Freestanding ESL services to all of its ELLs. Pull-out groups are grade-level specific; there are two groups for kindergarteners, three groups for first graders, and one group for second graders. These groupings are heterogeneous, but attempts are made to create groups for beginner/intermediates and groups for advanced level students.

The English language is reinforced through the implementation of Balanced Literacy which includes intensive Read Alouds, Shared Reading, Guided Reading, Reading Workshop, Word Study, and Independent Reading. In addition, the ESL teacher serves our English Language Learners. She is able to pull-out and push-in to classrooms to provide the mandated ESL services. The ESL teacher uses programs from both Ballard & Tighe and Hampton-Brown. These programs include picture cards, song charts, CDs, tapes and 3-D manipulative. These programs, along with ESL methodologies and techniques are used to create an integrated approach to the learning of the English Language. In small groups, the teacher emphasizes the same strategies that are being taught in the classroom. Students are given the opportunity to work on these strategies with the teacher. ESL strategies such as ‘total physical response’ and ‘whole language’ are used to help children gain fluency in the English Language. In conjunction with helping the advancement of the child’s oral expression, the teacher often reads aloud to the students and gives them opportunities to respond to literature through writing and drawing. In order to reinforce the written language, the students are consistently challenged with phonics activities that include word generation, sorting words (into word families and rhyming words), and practicing the sounds letters make when combined (the blends). The ESL intervention also provides the students with an opportunity to reinforce the reading strategies that have been taught by the classroom teacher. The child is given the opportunity to work on both shared reading and guided reading in a small, supportive group.

Native Language Arts are supported within the ESL program and the mainstream classroom through the use of bilingual books and materials. ELL students are also paired with native English speakers who serve as language peers to assist ELLs with language learning.

Advanced students are currently receiving 180 minutes of pull-out ESL per week, in four 45 minute sessions a week. They also receive at least 180 minutes per week of ELA instruction in their mainstream classrooms as part of the regular curriculum. Beginning and intermediate students are receiving a combination of ESL pull-out sessions and push-in services to meet the required 360 minutes per week of ESL instruction.

Content areas are taught in the mainstream classroom with push-in support from various specialists and support staff, as well as through content-based units in the ESL classroom. There is no NLA instruction offered in the classrooms. During the 2009-2010 school year P.S 209 as begun moving towards a co-teaching model in the content areas of literacy, math, science and social studies within the mainstream classroom. This model will allow for more small group and individualized instruction for students, including ELLs.

At present, our school has no SIFE students or long-term ELLs. All of our newcomers are in Kindergarten. The kindergarten newcomers will not be taking state- or city-wide tests for several years. In addition to regular ESL instruction and literacy instruction in their mainstream classrooms, ELLs may qualify for our Reading Recovery, Great Leaps, and Extended Day programs. Students who qualify for extended day services receive supplemental one-to-one instruction with a focus on literacy. During extended day, programs such as Words Their Way and Foundations are used to support and build on the literacy instruction that takes place in the classroom. ELL students may also elect to be part of the ESL after-school program, which incorporates ESL structured activities and NYSESLAT preparatory skills. Students reaching proficiency on the NYSESLAT will still be entitled to receive occasional support services, usually in a push-in classroom setting but with additional pull-out sessions with the ESL teacher. Currently we have 12 proficient ELLs.

During the 2008-2009 school year, our school had the opportunity to purchase new instructional materials. The addition of smart boards, new Apple Macbook computers, and Apple Ipad Touches will provide new instruction opportunities for the entire P.S 209 student population within the content areas (science, social studies, math and literacy). This new technology will enhance instruction across content areas as well as language instruction.

If the need arises for Transitional Bilingual Program or Dual Language, every effort will be made to ensure that students are receiving these services. In the event that a Transitional Bilingual program is needed, the program will be implemented through native language instruction throughout the content area as well as ESL instruction. Native language literacy skills will be a focus with a strong ESL component. If the need for a Dual Language program is needed, P.S 209 will work to form a program that focuses on transferring second language skills by developing a strong academic language base in the first language.

## **Professional Development and Support for School Staff**

The ESL Coordinator will participate in professional development opportunities provided by the Empowerment Schools Network and Bronx BETAC. The ESL Coordinator will provide professional development opportunities to classroom teachers to improve the quality of instruction for our English Language Learners in the mainstream classrooms. Information and knowledge gained through Network meetings, BETAC workshops, and ESL Inquiry Team meetings will be presented to the entire school staff, including all teachers and administrators who work with ELLs, during faculty conferences which are held once a month. The dates for these professional development opportunities are as follows:

September 14, 2009  
October 5, 2009  
November 2, 2009  
December 7, 2009  
January 4, 2010  
February 1, 2010  
March 1, 2010  
April 5, 2010  
May 3, 2010  
June 7, 2010

Professional development opportunities for ESL after school staff will also be implemented by the ESL Coordinator, and will focus on topics such as the NYSESLAT and supplemental ESL lessons/activities. Common planning periods provide an opportunity for classroom teachers to discuss issues, work towards collaborative solutions for struggling students, develop/revise curricula and plan lessons to differentiate and meet the needs of students. Classroom teachers also take part in lab sites to observe best practices. Teachers also have the opportunity to take part in an ESL inquiry study to discuss best practices and strategies for working with ELLs.

## **Parent Involvement**

Parents are involved in the process of placing their children in an appropriate program. Parents attend an ELL workshop at the beginning of the year and are given information, in both English and Spanish, about the programs available at our school. Throughout the year, the ESL teacher is in contact with the parents about the progress of their child and parents are invited to meet with the ESL teacher during report card time to discuss the grades received in ESL. Throughout the year, the Parent Coordinator and Parent Committee run workshops on the current units of study our students are working on. The purpose of these workshops is to offer simple home activities for parents to use as they support their children's learning. These parent workshops are translated from English to Spanish for our non-English speaking parents. Regular ESL newsletters are also sent home to ensure

that parents are kept up-to-date on the focus of ESL instruction during a given month. The parental involvement activities are based upon the wants and needs parents express within the Parent Survey, which is filled out during the fall and spring of the previous school year. Changes to programs and the addition of new programs and workshops are created based on the results of the Parent Survey each year.

## **Assessment Analysis**

### **Assessment Analysis**

The breakdown of our students' proficiency levels by grade is as follows:

Kindergarten: 11 Beginner/Intermediate, 8 Advanced (1 student is a beginner, and 1 student is an intermediate according to the 2009 NYSESLAT; all other student levels were determined by the LAB-R)

1<sup>st</sup> Grade: 3 Beginner, 16 Intermediate, 8 Advanced (all student levels were determined by the 2009 NYSESLAT).

2<sup>nd</sup> Grade: 6 Intermediate, 6 Advanced (all other student levels were determined by the 2009 NYSESLAT).

### **Assessment Analysis (continued)**

Overall, the majority of our students are testing at the intermediate level on the NYSESLAT (56.4% of students who took the 2009 NYSESLAT). On the LAB-R, half of our students scored at a beginner/intermediate level (50%) and half scored at an advanced level (50%) during fall 2009. Our NYSESLAT data show that our students are performing very well in the areas of speaking and listening. 71.4% of current students who took the 2009 NYSESLAT tested at the advanced level for the combined listening/speaking scores. 9.5% of current students who took the 2009 NYSESLAT tested at the proficient level for the combined listening/speaking scores. 25 of the 41 current students who took the 2009 NYSESLAT scored at least one level higher on the listening/speaking combined sections than on the reading/writing combined sections. The combined reading/writing scores show that more than half (56.1%) of our students scored at an intermediate level, and more than a quarter of our students scored at an advanced level (31.7%).

In terms of instructional planning, this is a clear indication that more support needs to be given to ELLs in the areas of reading and writing. This fact will be reflected in the planning of ESL curriculum, and will be addressed in the literacy instruction and tracking that takes place in the mainstream classrooms. Every month, teachers participate in assessment meetings in which student progress is monitored and the effectiveness of intervention services is evaluated. These meetings give teachers an opportunity to discuss changes that need to be made to best suit the student's needs. ELL students who are not meeting grade level standards for reading and writing will have an opportunity to participate in reading and writing intervention services.

P.S. 209 is a PreK-2 school, and therefore our students do not take the ELA, Math, Science, or Social Studies exams. Furthermore, as an Empowerment School, P.S. 209 has elected not to use ECLAS-2 as our literacy assessment tool. Instead we use Rigby P.M. Benchmark as well as rubric-based writing, math, and other content area assessments. We have included our yearly school wide data from the 2008-2009 school year. Our rubric is as follows: Level 1 = Below Grade Level Expectations; Level 2 = Approaching Grade Level Expectations; Level 3 = Meeting Grade Level Expectations; Level 4 = Exceeding Grade Level Expectations.

According to last year’s final reading level assessment in June, 84% of the ELLs we have data for were at or above grade-level expectations. Of the remaining 16%, 8% were at level 1 and another 8% were at level 2. This information has been vital in looking at the structure of our ESL program. There will be an increased focus on developing phonics, decoding, and comprehension skills among ELLs, especially for our kindergarteners, many of whom had trouble developing letter recognition and letter-sound correspondence. We compared the percentage of ELLs at level 1 or 2 with the percentage of the student population at level 1 or 2. Overall, 12% of students at P.S. 209 are at level 1 or 2. Therefore, it is apparent that ELLs are averaging lower reading levels than the rest of the student population.

In math, ELLs have performed at higher average levels than in reading. For instance no ELL students scored a level 1 for math last year (compared 8% in reading).

On the writing endline 69% of our ELL population scored a level 3 or level 4. This leaves only 1 % on a level 1 and 20% on a level 2. This year there will be a focusing on moving the students who are below the benchmark in writing. 87% of the entire school scored levels 3 and 4. Therefore, it is apparent that Ells are averaging lower writing scores than the rest of the student population.

Our school is not currently using data from ELL interim assessments as P.S. 209 only goes up to second grade. Interim ELL assessments begin in third grade.

\*Please see attached Rigby and Math School-wide Data (as per request for assessment data in three content areas).

**P.S. 209 Baseline/Midline/Endline Reading Data (2008-2009)**

Whole School Data			Special Education Students			General Education Students		
Baseline:	Midline:	Endline:	Baseline:	Midline:	Endline:	Baseline:	Midline:	Endline:
Level 1: 64%	Level 1: 21%	Level 1: 5%	Level 1: 92%	Level 1: 51%	Level 1: 37%	Level 1: 61%	Level 1: 16%	Level 1: 1%
Level 2: 21%	Level 2: 31%	Level 2: 7%	Level 2: 8%	Level 2: 30%	Level 2: 17%	Level 2: 23%	Level 2: 32%	Level 2: 5.5%
Level 3: 5%	Level 3: 12%	Level 3: 8%	Level 3: 0%	Level 3: 4%	Level 3: 21%	Level 3: 5 %	Level 3: 13%	Level 3: 5.5%
Level 4: 10%	Level 4: 36%	Level 4: 80%	Level 4: 0%	Level 4: 15%	Level 4: 25%	Level 4: 11%	Level 4: 39%	Level 4: 88%

Male	Female	English Language Learners
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Baseline: Level 1: 68% Level 2: 23% Level 3: 5% Level 4: 4%	Midline: Level 1: 27% Level 2: 31% Level 3: 13% Level 4: 29%	Endline: Level 1: 5% Level 2: 11% Level 3: 13% Level 4: 71%	Baseline: Level 1: 62% Level 2: 20% Level 3: 4% Level 4: 14%	Midline: Level 1: 16% Level 2: 30% Level 3: 14% Level 4: 40%	Endline: Level 1: 4.5% Level 2: 4.5% Level 3: 3% Level 4: 88%	Baseline: Level 1: 81% Level 2: 11% Level 3: 3% Level 4: 5%	Midline: Level 1: 34% Level 2: 41% Level 3: 7% Level 4: 18%	Endline: Level 1: 8% Level 2: 8% Level 3: 10% Level 4: 74%
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American Indian/Alaskan			Asian/Pacific Islander			Hispanic		
Baseline: Level 1: 0% Level 2: 100% Level 3: 0 % Level 4: 0%	Midline: Level 1: 0% Level 2: 0% Level 3: 0% Level 4: 100%	Endline: Level 1: 0% Level 2: 0% Level 3: 0% Level 4: 100%	Baseline: Level 1: 20% Level 2: 80% Level 3: 0% Level 4: 0%	Midline: Level 1: 20% Level 2: 20% Level 3: 0% Level 4: 60%	Endline: Level 1: 20% Level 2: 0% Level 3: 0% Level 4: 80%	Baseline: Level 1: 71% Level 2: 16% Level 3: 4% Level 4: 9%	Midline: Level 1: 22% Level 2: 33% Level 3: 11% Level 4: 34%	Endline: Level 1: 6% Level 2: 7% Level 3: 9% Level 4: 78%

Black			White		
Baseline: Level 1: 51% Level 2: 31% Level 3: 9% Level 4: 9%	Midline: Level 1: 16% Level 2: 29% Level 3: 18% Level 4: 37%	Endline: Level 1: 0% Level 2: 8% Level 3: 7% Level 4: 85%	Baseline: Level 1: 0% Level 2: 0% Level 3: 0 % Level 4: 100%	Midline: Level 1: 0% Level 2: 0% Level 3: 0% Level 4: 100%	Endline: Level 1: 0% Level 2: 0% Level 3: 0% Level 4: 100%

Kindergarten			First Grade			Second Grade		
Baseline: Level 1: 86% Level 2:10% Level 3: 3% Level 4: 1%	Midline: Level 1: 25% Level 2: 24% Level 3: 24% Level 4: 27%	Endline: Level 1: 0% Level 2: 11% Level 3: 1% Level 4: 88%	Baseline: Level 1: 70% Level 2: 14% Level 3: 5% Level 4: 11%	Midline: Level 1: 23% Level 2: 40% Level 3: 4% Level 4: 33%	Endline: Level 1: 7% Level 2: 9% Level 3: 13% Level 4: 71%	Baseline: Level 1: 25% Level 2: 50% Level 3: 6% Level 4: 19%	Midline: Level 1: 11% Level 2: 28% Level 3: 8% Level 4: 53%	Endline: Level 1: 8% Level 2: 0% Level 3: 8% Level 4: 84%

**P.S. 209 Baseline/Midline/Endline Writing Data (2008-2009)**

Whole School Data			Special Education Students			General Education Students		
Baseline:	Midline:	Endline:	Baseline:	Midline:	Endline:	Baseline:	Midline:	Endline:

Level 1: 42%	Level 1: 8% Level 2: 55%	Level 1: 1% Level 2: 12%	Level 1: 72%	Level 1: 48% Level 2: 40%	Level 1: 8% Level 2: 63%	Level 1: 37%	Level 1: 3% Level 2: 57%	Level 1: 0% Level 2: 6%
Level 2: 57%	Level 3: 36% Level 4: 1%	Level 3: 45% Level 4: 42%	Level 2: 28%	Level 3: 12% Level 4: 0%	Level 3: 16% Level 4: 13%	Level 2: 62%	Level 3: 39% Level 4: 1%	Level 3: 48% Level 4: 46%
Level 3: 1% Level 4: 0%			Level 3: 0% Level 4: 0%			Level 3: 1% Level 4: 0%		

Male			Female			English Language Learners		
Baseline: Level 1: 52%	Midline: Level 1: 13% Level 2: 59%	Endline: Level 1: 2% Level 2: 17%	Baseline: Level 1: 34%	Midline: Level 1: 4% Level 2: 53%	Endline: Level 1: 0% Level 2: 8%	Baseline: Level 1: 54%	Midline: Level 1: 8% Level 2: 69%	Endline: Level 1: 1% Level 2: 20%
Level 2: 48%	Level 3: 26% Level 4: 2%	Level 3: 51% Level 4: 30%	Level 2: 65%	Level 3: 43% Level 4: 0%	Level 3: 40% Level 4: 52%	Level 2: 46%	Level 3: 23% Level 4: 0%	Level 3: 58% Level 4: 21%
Level 3: 0% Level 4: 0%			Level 3: 1% Level 4: 0%			Level 3: 0% Level 4: 0%		

American Indian/Alaskan			Asian/Pacific Islander			Hispanic		
Baseline: Level 1: 0%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 40%	Midline: Level 1: 20%	Endline: Level 1: 0%	Baseline: Level 1: 42%	Midline: Level 1: 8%	Endline: Level 1: 1%
Level 2: 100%	Level 2: 100%	Level 2: 0%	Level 2: 60%	Level 2: 40%	Level 2: 20%	Level 2: 57%	Level 2: 53%	Level 2: 13%
Level 3: 0%	Level 3: 0%	Level 3: 0%	Level 3: 0%	Level 3: 40%	Level 3: 0%	Level 3: 1%	Level 3: 38%	Level 3: 47%
Level 4: 0%	Level 4: 0%	Level 4: 100%	Level 4: 0%	Level 4: 0%	Level 4: 80%	Level 4: 0%	Level 4: 1%	Level 4: 39%

Black			White		
Baseline: Level 1: 42%	Midline: Level 1: 9%	Endline: Level 1: 0%	Baseline: Level 1: 0%	Midline: Level 1: 0%	Endline: Level 1: 0%
Level 2: 58%	Level 2: 62%	Level 2: 9%	Level 2: 100%	Level 2: 0%	Level 2: 0%
Level 3: 0%	Level 3: 27%	Level 3: 45.5%	Level 3: 0%	Level 3: 100%	Level 3: 0%
Level 4: 0%	Level 4: 2%	Level 4: 45.5%	Level 4: 0%	Level 4: 0%	Level 4: 100%

Kindergarten			First Grade			Second Grade		
Baseline: Level 1: 49%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 50%	Midline: Level 1: 14%	Endline: Level 1: 1%	Baseline: Level 1: 17%	Midline: Level 1: 9%	Endline: Level 1: 2%
Level 2: 50%	Level 2: 44%	Level 2: 3%	Level 2: 50%	Level 2: 65%	Level 2: 16%	Level 2: 83%	Level 2: 55%	Level 2: 20%
	Level 3: 53%	Level 3: 51%	Level 3: 50%	Level 3: 21%	Level 3: 45%	Level 3: 0%	Level 3: 36%	Level 3: 35%
	Level 4: 3%	Level 4: 46%		Level 4: 0%	Level 4: 38%	Level 4: 0%	Level 4: 0%	Level 4: 43%

Level 3: 1%			Level 3: 0%					
Level 4: 0%			Level 4: 0%					

**P.S. 209 Baseline/Midline/Endline Math Data (2008-2009)**

Whole School Data			Special Education Students			General Education Students		
Baseline: Level 1: 4%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 24%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 1%	Midline: Level 1: 0%	Endline: Level 1: 0%
Level 2: 40%	Level 2: 19%	Level 2: 7%	Level 2: 68%	Level 2: 52%	Level 2: 66%	Level 2: 36%	Level 2: 15%	Level 2: 3.5%
Level 3: 56%	Level 3: 81%	Level 3: 93%	Level 3: 8%	Level 3: 48%	Level 3: 34%	Level 3: 63%	Level 3: 85%	Level 3: 96.5%

Male			Female			English Language Learners		
Baseline: Level 1: 8%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 1%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 7%	Midline: Level 1: 0%	Endline: Level 1: 0%
Level 2: 46%	Level 2: 22%	Level 2: 14%	Level 2: 34%	Level 2: 17%	Level 2: 3%	Level 2: 52%	Level 2: 27%	Level 2: 20%
Level 3: 46%	Level 3: 78%	Level 3: 86%	Level 3: 65%	Level 3: 83%	Level 3: 97%	Level 3: 41%	Level 3: 73%	Level 3: 80%

American Indian/Alaskan			Asian/Pacific Islander			Hispanic		
Baseline: Level 1: 0%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 20%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 4%	Midline: Level 1: 0%	Endline: Level 1: 0%
Level 2: 100%	Level 2: 0%	Level 2: 0%	Level 2: 0%	Level 2: 20%	Level 2: 0%	Level 2: 40%	Level 2: 18%	Level 2: 9%
Level 3: 0%	Level 3: 100%	Level 3: 100%	Level 3: 80%	Level 3: 80%	Level 3: 100%	Level 3: 56%	Level 3: 82%	Level 3: 91%

Black			White		
Baseline: Level 1: 2%	Midline: Level 1: 0%	Endline: Level 1: 0%	Baseline: Level 1: 0%	Midline: Level 1: 0%	Endline: Level 1: 0%
Level 2: 40%	Level 2: 22%	Level 2: 2%	Level 2: 0%	Level 2: 0%	Level 2: 0%
Level 3: 58%	Level 3: 78%	Level 3: 98%	Level 3: 100%	Level 3: 100%	Level 3: 100%

Kindergarten			First Grade			Second Grade		
Baseline:	Midline:	Endline:	Baseline:	Midline:	Endline:	Baseline:	Midline:	Endline:

Level 1: 0% Level 2: 28% Level 3: 72%	Level 1: 0% Level 2: 10% Level 3: 90%	Level 1: 0% Level 2: 9% Level 3: 91%	Level 1: 0% Level 2: 47% Level 3: 53%	Level 1: 0% Level 2: 12% Level 3: 88%	Level 1: 0% Level 2: 3% Level 3: 97%	Level 1: 15% Level 2: 42% Level 3: 43%	Level 1: 0% Level 2: 43% Level 3: 57%	Level 1: 0% Level 2: 10% Level 3: 90%
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**P.S. 209 Endline Science Data (2009)**

Whole School Data	Special Education Students	General Education Students
Endline: Level 1: .5% Level 2: 18% Level 3: 81.5%	Endline: Level 1: 2% Level 2: 66% Level 3: 32%	Endline: Level 1: 0% Level 2: 20% Level 3: 80%

Male	Female	English Language Learners
Endline: Level 1: 1% Level 2: 29% Level 3: 70%	Endline: Level 1: 0% Level 2: 19% Level 3: 81%	Endline: Level 1: 0% Level 2: 44% Level 3: 56%

American Indian/Alaskan	Asian/Pacific Islander	Hispanic
Endline: Level 1: 0% Level 2: 0% Level 3: 100%	Endline: Level 1: 0% Level 2: 0% Level 3: 100%	Endline: Level 1: 0% Level 2: 26% Level 3: 74%

Black	White
Endline: Level 1: 0% Level 2: 22% Level 3: 78%	Endline: Level 1: 0% Level 2: 0% Level 3: 100%

Kindergarten	First Grade	Second Grade
Endline: Level 1: 0% Level 2: 18% Level 3: 82%	Endline: Level 1: 1% Level 2: 24% Level 3: 75%	Endline: Level 1: 0% Level 2: 28% Level 3: 72%

**P.S. 209 June Science Data (2009)**

Whole School Data	Special Education Students	General Education Students
June Level: Level 1: 0% Level 2: 4% Level 3: 56% Level 4: 40%	June Level: Level 1: 0% Level 2: 15% Level 3: 85% Level 4: 0%	June Level: Level 1: 0% Level 2: 1% Level 3: 79% Level 4: 10%

Male	Female	English Language Learners
June Level: Level 1: 0% Level 2: 7% Level 3: 74% Level 4: 19%	June Level: Level 1: 0% Level 2: 1% Level 3: 83% Level 4: 16%	June Level: Level 1: 0% Level 2: 7% Level 3: 86% Level 4: 7%

American Indian/Alaskan	Asian/Pacific Islander	Hispanic
June Level: Level 1: 0% Level 2: 0% Level 3: 100% Level 4: 0%	June Level: Level 1: 0% Level 2: 0% Level 3: 89% Level 4: 11%	June Level: Level 1: 0% Level 2: 5% Level 3: 76% Level 4: 9%

Black	White
June Level: Level 1: 0% Level 2: 1% Level 3: 87% Level 4: 11%	June Level: Level 1: 0% Level 2: 0% Level 3: 0% Level 4: 100%

Kindergarten	First Grade	Second Grade
June Level:	June Level:	June Level:

Level 1: 0% Level 2: 4% Level 3: 73% Level 4: 23%	Level 1: 0% Level 2: 6% Level 3: 89% Level 4: 5%	Level 1: 0% Level 2: 2% Level 3: 73% Level 4: 25%
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**P.S. 209 June Social Studies Data (2009)**

Whole School Data	Special Education Students	General Education Students
June Level: Level 1: 0% Level 2: 14% Level 3: 60% Level 4: 26%	June Level: Level 1: 0% Level 2: 40% Level 3: 56% Level 4: 4%	June Level: Level 1: 0% Level 2: 8% Level 3: 62% Level 4: 30%

Male	Female	English Language Learners
June Level: Level 1: 0% Level 2: 21% Level 3: 57% Level 4: 22%	June Level: Level 1: 0% Level 2: 9% Level 3: 60% Level 4: 31%	June Level: Level 1: 0% Level 2: 23% Level 3: 71% Level 4: 6%

American Indian/Alaskan	Asian/Pacific Islander	Hispanic
June Level: Level 1: 0% Level 2: 0% Level 3: 0% Level 4: 100%	June Level: Level 1: 0% Level 2: 0% Level 3: 44% Level 4: 56%	June Level: Level 1: 0% Level 2: 13% Level 3: 68% Level 4: 19%

Black	White
June Level: Level 1: 0% Level 2: 11% Level 3: 66% Level 4: 23%	June Level: Level 1: 0% Level 2: 0% Level 3: 100% Level 4: 0%

Kindergarten	First Grade	Second Grade
June Level: Level 1: 0%	June Level: Level 1: 0%	June Level: Level 1: 0%

Level 2: 8% Level 3: 75% Level 4: 17%	Level 2: 12% Level 3: 54% Level 4: 34%	Level 2: 22% Level 3: 51% Level 4: 27%
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**P.S. 209 June Art Data (2009)**

Grades 1-2	Special Education Students	General Education Students
June Level: Level 1: 0% Level 2: 0% Level 3: 33% Level 4: 67%	June Level: Level 1: 0% Level 2: 0% Level 3: 38% Level 4: 62%	June Level: Level 1: 0% Level 2: 0% Level 3: 29% Level 4: 91%

Male	Female	English Language Learners
June Level: Level 1: 0% Level 2: 0% Level 3: 45% Level 4: 55%	June Level: Level 1: 0% Level 2: 0% Level 3: 25% Level 4: 75%	June Level: Level 1: 0% Level 2: 0% Level 3: 41% Level 4: 59%

American Indian/Alaskan	Asian/Pacific Islander	Hispanic
June Level: Level 1: 0% Level 2: 0% Level 3: 100% Level 4: 0%	June Level: Level 1: 0% Level 2: 0% Level 3: 67% Level 4: 33%	June Level: Level 1: 0% Level 2: 0% Level 3: 42% Level 4: 58%

Black	White
June Level: Level 1: 0% Level 2: 0% Level 3: 33% Level 4: 67%	June Level: Level 1: 0% Level 2: 0% Level 3: 0% Level 4: 100%

First Grade	Second Grade
June Level: Level 1: 0% Level 2: 0%	June Level: Level 1: 0% Level 2: 0%

Level 3: 36%	Level 3: 30%
Level 4: 64%	Level 4: 70%

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students - School Year 2009-2010**

**Form TIII – A (1) (a)**

Grade Level(s)   K-2   Number of Students to be Served:   58   LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers   5   Other Staff (Specify):   N/A  

**School Building Instructional Program/Professional Development Overview**

Title III, Part A LEP Program

**Language Instruction Program**

P.S 209's language instruction program for limited English proficient (LEP) students will include an after school ESL program. The program focus on building student's skills in the areas of listening, speaking, reading, and writing through the use of creative and fun language based activities. Lessons and activities will focus on building vocabulary and grammar as well as strengthening literacy skills throughout content areas. ESL strategies such as language experience approach, hands on learning, and interactive small group activities will be incorporated into the program to help students gain fluency in the English language. The program will also focus on NYSESLAT preparation, to help the students become familiar and comfortable with the format and skills needed to be successful on this assessment. The program will meet 2 times a week for 45 min. a day. The program will serve 58 ELL students throughout grades K-2. All instruction will be in English. The program will be staffed by the ESL Coordinator, who holds an initial certification in teaching ESL, PreK-12, as well as classroom and specialist teachers.

**Professional Development Program**

The ESL Coordinator will participate in professional development opportunities provided by the Empowerment Schools Network (CFN-6) and Bronx BETAC. The ESL Coordinator will provide professional development opportunities to classroom teachers to improve the quality of instruction for our English Language Learners in the mainstream classrooms. Professional development opportunities for ESL after school staff will also be implemented by the ESL Coordinator, and will focus on topics such as the NYSESLAT and supplemental ESL lessons/activities.

**Form TIII – A (1) (b)**

School:   P.S 209   BEDS Code:   321000010209

Title III LEP Program  
 School Building Budget Summary

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	9,000	214 hours of per session for ESL and General Ed teachers to support ELL students in an afterschool program: 214 hours x \$41.98 = \$9,000
Purchased services such as curriculum and staff development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	4,500	Books Getting Ready for NYSESLAT Instructional Program
Travel		
Other	1,500	Parent Involvement
<b>TOTAL</b>	15,000	

## **Appendix 3: Language Translation and Interpretation**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. 1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - **Through the analysis of the Home Language Identification Survey and parent surveys given out during the school year, the school assesses the language needs of all students and parents at P.S 209.**
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - **P.S 209 has used the aforementioned surveys to assess the needs of the students and parents who attend our school. We have found that the majority of families are in need of oral interpretation and written translation in Spanish. These services are provided by in-house school staff that are available to assist families with questions and concerns. These findings are reported to the school community through parent surveys, and newsletters.**

### **Part B: Strategies and Activities**

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

**a. Written translation services will be provided to parents in the form of in-house school staff. These staff members will be available to translate written communications between the school and family. In certain cases where we do not have a staff member that speaks the family's home language, the school will use the NYCDOE Translation and Interpretation unit to assist. The school will do everything possible to ensure each and every parent/family has the resources available to them, so that they are able to understand and participate in their child's education at P.S 209.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**a. In-house school staff will be available to provide oral interpretation for parents, before school, during dismissal, and at parent workshops and meetings. Staff will be available to speak with parents/families to relay important information, answer questions, and voice concerns for parents/guardians who do not speak English. For those families who speak another language other than English or Spanish, every effort will be made to accommodate these families through the use of the NYCDOE Translation and Interpretation unit.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$196,043.00	84,886	280,929
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,961.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$848.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,802.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,200.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$66,150.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		8488.60	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

#### Sample Template for School Parental Involvement Policy:

##### **I. General Expectations**

P.S. 209 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. P.S. 209 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Our Parent Coordinator will distribute a parent survey concerning effective avenues of parental involvement at our school
  - Our Parent Coordinator will hold a Parent Association meeting to share the findings of the survey and to devise a workable parental involvement plan
2. P.S. 209 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - distribute the school report card to all parents during a General Member Parent Association meeting
3. P.S. 209 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Monthly parent workshops, led by the Parent Coordinator, will be offered highlighting the units of study (in literacy and math) each grade is working on
  - During the workshops, parents will learn strategies from the units of study for supporting their children at home
4. P.S. 209 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - An end-of-year meeting will be held during which a survey will be distributed to parents regarding the parental involvement activities of the previous school year.
  - Parents will rate the parental involvement in terms of effectiveness, frequency, and content.
  - The Parent Coordinator will be in charge of this survey, both distribution of and reflection on.
5. P.S. 209 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT minutes. This policy was adopted by the **P.S. 209** on 10/03/07 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before **the second week of September each school year**.

P. S. 209, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school years 2007-10.

## **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.



## **THE NEW YORK CITY DEPARTMENT OF EDUCATION**

**JOEL I. KLEIN, *Chancellor***

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*Empowerment School 209*

**Anne Keegan, *Principal***

317 East 183<sup>rd</sup> Street, Bronx, NY 10458

Phone: 718-364-0085 Fax: 718-364-9548

***Principal***

***Tricia Coulter, Assistant***

**School-Parent Compact**

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT minutes. This policy was adopted by the **P.S. 209** on 10/03/07 and will be in effect for the period of **3 years**. The school will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

P. S. 209, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school years 2008-09.

#### School Responsibilities

P. S. 209 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

**P.S. 209**  
**School-Parent Compact**

**Page Two**

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**SIGNATURES:**

\_\_\_\_\_

**SCHOOL**

\_\_\_\_\_

**PARENT(S)**

\_\_\_\_\_

**STUDENT**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**DATE**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**Please see pages “Needs Assessment” section (pages 10-12).**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.**Please see “Needs Assessment” section pages 10-12, Goals and Action Plans pages 15-54 and Appendix 1 – AIS Services pages 56-57.**
3. Instruction by highly qualified staff.
  - **Teachers are hired through staff networking and college recruitment.**
  - **We use the NYCDOE's Open Market System**
  - **We encourage our teachers to attend workshops and in service college courses offered by the district, the UFT and affiliated educational institutions (Teachers College, Lehman College, The College of Mount Saint Vincent, etc.).**
  - **Staff development is conducted before, during and after school hours.**
  - **Teachers are provided with professional development from the Literacy/Math Coach, AUSSIE Consultants and Lehman Math Project.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  - **Semi-weekly common planning and learning lab sites in literacy and mathematics.**

- **New teacher mentoring through the literacy/math coach via one to one coaching and study group sessions aligned with staff needs and school goals.**
  - **Monthly parent workshops.**
  - **Workshops provided by consultants and external workshops selected by staff members and school leadership based on areas of need that are aligned with school goals, staff members goals and student goals.**
  - **Peer to peer coaching for “seasoned” teachers.**
  - **Monthly Network Meetings.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- **We network with the colleges of our current highly-qualified teachers (graduate and undergraduate) to locate potential candidates for employment.**
  - **We advertised on the NYCDOE’s Open Market System.**
  - **We advertise the fact that teachers assigned to 209 currently receive a yearly stipend of \$3400 due to our “hard to staff” status.**
6. Strategies to increase parental involvement through means such as family literacy services.
- **See Long Term and Annual Goal for increasing parent involvement.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- **Pre-Kindergarten students who remain at P.S. 209 for Kindergarten have already become accustomed to the safe, secure and nurturing environment of the school. Pre-K also attends and participates in school assemblies. Instructionally, our Pre-K students are exposed to read alouds, communication skills, center time, breakfast and lunch times, as well as visits to the art studio, playground and the school library.**
  - **Pre-Kindergarten students are invited to have cookies with their kindergarten teacher a few days before school begins. This allows parents and students an opportunity to meet their teacher ahead of time, as well as visit their classroom and tour the school.**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**P.S. 209’s process for gathering, analyzing and interpreting data and progress is highly effective. We have been accepted as part of the NYCDOE’s Design Your Own Assessment Program. Our assessment design for Reading, Writing, Math, Science and Social Studies follows as cyclic model where assessment informs both teacher instruction and the school program, which in turn informs choices of assessment tools and grading procedures (e.g. rubric construction). We have five periodic assessment cycles throughout the school year during which time assessment meetings occur between the principal, assistant principal, teachers (both classroom teacher and push-in support co-teacher), coach and consultants to review the assessment data in order to: track each student’s progress towards reaching his or her learning goals through the lens of a year to a year’s plus worth of growth, inform decisions about school intervention programs, assess patterns of learning in the classroom and inform instructional practice/curriculum planning.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - **Please see Appendix 1.**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
  - **Monies will be set aside each year to staff a full time guidance counselor to ensure that all programs are coordinated and integrated into the school program.**

### **3. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **4. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

11. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Please see pages “Needs Assessment” section.**

12. Schoolwide reform strategies that:

c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

d) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

o Are consistent with and are designed to implement State and local improvement, if any.

**Please see “Needs Assessment” section page 13, Goals and Action Plans page 19 and Appendix 1 – AIS Services page 30.**

13. Instruction by highly qualified staff.

▪ **Teachers are hired through staff networking and college recruitment.**

▪ **We use the NYCDOE’s Open Market System**

▪ **We encourage our teachers to attend workshops and in service college courses offered by the district, the UFT and affiliated educational institutions (Teachers College, Lehman College, The College of Mount Saint Vincent, etc.).**

▪ **Staff development is conducted before, during and after school hours.**

▪ **Teachers are provided with professional development from the Literacy/Math Coach, AUSSIE Consultants and Lehman Math Project.**

14. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.
  - **Semi-weekly common planning and learning lab sites in literacy and mathematics.**
  - **New teacher mentoring through the literacy/math coach via one to one coaching and study group sessions aligned with staff needs and school goals.**
  - **Monthly parent workshops.**
  - **Workshops provided by consultants and external workshops selected by staff members and school leadership based on areas of need that are aligned with school goals, staff members goals and student goals.**
  - **Peer to peer coaching for "seasoned" teachers.**
  - **Monthly Network Meetings.**
15. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - **We network with the colleges of our current highly-qualified teachers (graduate and undergraduate) to locate potential candidates for employment.**
  - **We advertised on the NYCDOE's Open Market System.**
  - **We advertise the fact that teachers assigned to 209 currently receive a yearly stipend of \$3400 due to our "hard to staff" status.**
16. Strategies to increase parental involvement through means such as family literacy services.
  - **See Long Term and Annual Goal for increasing parent involvement page 18.**
17. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - **Pre-Kindergarten students who remain at P.S. 209 for Kindergarten have already become accustomed to the safe, secure and nurturing environment of the school. Pre-K also attends and participates in school assemblies. Instructionally, our Pre-K students are exposed to read alouds, communication skills, center time, breakfast and lunch times, as well as visits to the art studio, playground and the school library.**
  - **Incoming students are invited to have cookies with their kindergarten teacher a few days before school begins. This allows parents and students an opportunity to meet their teacher ahead of time, as well as visit their classroom and tour the school.**
18. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**P.S. 209's process for gathering, analyzing and interpreting data and progress is highly effective. We have been accepted as part of the NYCDOE's Design Your Own Assessment Program. Our assessment design for Reading, Writing, Math, Science and Social Studies follows as cyclic model where assessment informs both teacher instruction and the school program, which in turn informs choices of assessment tools and grading procedures (e.g. rubric construction). We have five periodic assessment cycles throughout the school year during which time assessment meetings occur between the principal, assistant principal, teachers (both classroom teacher and push-in support co-teacher), coach and consultants to review the assessment data in order to: track each student's progress towards reaching his or her learning goals through the lens of a year to a year's plus worth of growth,**

**inform decisions about school intervention programs, assess patterns of learning in the classroom and inform instructional practice/curriculum planning.**

19. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - **Please see Appendix 1 page 30.**
20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
  - **Monies will be set aside each year to staff a full time guidance counselor to ensure that all programs are coordinated and integrated into the school program.**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 209 developed an ELA Curriculum Committee to periodically review the school's educational program and our findings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have found that our ELA and Mathematics curricula are fully aligned to the state standards. Our teachers are provided with professional development and the necessary tools needed to provide an understanding of what students should understand and be able to do at each level in ELA and mathematics.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 209 developed a Math Committee to periodically review the school's educational program and our findings.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have found that our Mathematics curriculum is fully aligned to the state standards. Our teachers are provided with professional development and the necessary tools needed to provide an understanding of process and content strands and what students should understand and be able to do at each level in mathematics.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school provides all staff members with weekly ELA and Mathematics professional development/common planning.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During Common Planning periods best practices and research-based practices are studied, reflected upon, and implemented in the classroom through differentiated instruction. Lab sites are conducted and utilized to assess and ensure optimally student engagement.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school's Mathematics curriculum is supplemented with inquiry-based approaches that deepen all learners' understandings, which ensures hands-on learning.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The math committee periodically reviews curriculum and ensures that optimal student engagement through hands on learning activities occur on a daily basis. Our school's mathematics data has proven this approach to be effective.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

See Appendix 4.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See Appendix 4.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

External professional development is provided for our ESL teacher, while internal professional development is provided for all teachers.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ESL data is reviewed and discussed during Monthly Faculty Conferences. External professional development is provided to our ESL Teacher. The ESL teacher then turnkeys information to staff members during internal professional development sessions.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Data is monitored in a timely matter that is useful for informing instruction. It is disaggregated and analyzed to drive instruction within the classroom, the ELL program and the professional development received.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ESL student's academic progress across core subjects is monitored every six to eight weeks through the tracking and analyzing of informal and formal assessments. NYSESLAT and ELL informal and formal assessment data is disaggregated and analyzed by our ESL teacher and then shared and reflected upon by classroom teachers. As a result, daily small group differentiated instruction is evident in the classrooms and in daily lesson plans.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our teachers have sufficient understanding and capacity to implement a range of instructional approaches that allow all students to access the general education curriculum and improve student performance.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special Education Coordinator meets one on one with classroom teachers to provide professional development focused on IEP accommodations and modifications that help support the students with disabilities/behavioral needs and plans in the classrooms. Professional development is provided to teachers through weekly common planning where curriculum development is discussed and revised. This is evidenced through daily differentiated instruction and the support given to all students through the push-in model for ELA and Mathematics.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The special education coordinator receive external professional development on IEP development and then turnkeys the information received to the school's special education team.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on IEP development training our Individualized Education Plans includes testing, classroom environment, academic, behavior and social accommodations and modifications as evidenced by differentiated lesson plans and best practices for students with special needs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

There are currently six students who are identified as Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

At the start of the school year all students receive a residency questionnaire that is completed by the parent in order to determine services that the student may be eligible to receive under the McKinney-Vento Act.

As soon as the school is notified that a student resides in temporary housing, the pupil accounting secretary updates the student change of address and enters residency information for newly enrolled students in ATS. Every effort will be made to keep the student in the school of origin if the parent so desires. Outreach will be made to the DOE Family Assistant(s) at the temporary housing site to discuss the best interests of the student.

The student will be issued a metro card to use for transportation. In addition, the child is entitled to receive free school meals as per chancellors regulation A-810.

Academic Intervention Services are provided as needed by the collegial teams. The student's academic progress will be monitored to determine if additional services are needed. Extended day may be offered to the student, or dropped if it interferes with the student's transportation. Outreach to afterschool programs will be made on the student's behalf upon request from parent/guardian.

The student's attendance will be monitored closely and meetings will be held with the attendance team and the parent/guardian to assure good attendance.

The P.S. 209 staff donates supplies, clothing, uniforms, and food for families in need.

Additionally, guidance and counseling are provided for the student. Outreach and referrals to community based organizations are made 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).
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 in the borough Integrated Service Center (ISC) or Children First Network.