



P.S. 209 MARGARET MEAD

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 209 MARGARET MEAD
ADDRESS: 2609 EAST 7 STREET
TELEPHONE: 718-743-1954
FAX: 718-743-6361

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE.....	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot.....	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010209 **SCHOOL NAME:** P.S. 209 Margaret Mead

SCHOOL ADDRESS: 2609 EAST 7 STREET, BROOKLYN, NY, 11235

SCHOOL TELEPHONE: 718-743-1954 **FAX:** 718-743-6361

SCHOOL CONTACT PERSON: Frances Locurcio **EMAIL ADDRESS:** FLocurc@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Dalgin

PRINCIPAL: Frances Locurcio

UFT CHAPTER LEADER: Linda Bungarz

PARENTS' ASSOCIATION PRESIDENT: Deanna Falcone

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: ISABEL DIMOLA

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Frances Locurcio	Principal	Electronic Signature Approved.
Jennifer Dalgin	UFT Member	Electronic Signature Approved.

* Core (mandatory) SLT members.

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.

Public School 209 is located in the Sheepshead Bay section of Brooklyn, NY. It is an upper-lower socio-economic neighborhood. This Pre-K to 8th grade school serves a population of approximately 763

students from culturally diverse backgrounds. The community is home to many new immigrants from Russia, the Middle East, Asia and Central America. The school is a central part of the community to many of the students and their families. The school building is a well-kept, modern building where pride in the students' accomplishments is evident and prominently displayed.

Our mission is to foster academic excellence and high standards in collaboration with the entire school community. The school, the home, and community will work together to acquire the necessary tools and skills to ensure that all students meet the challenges of today's society with an emphasis on becoming productive members of the 21st century. In order to achieve our mission, the school will focus on performance standards and instructional programs in a nurturing environment while helping our students develop the social, emotional and community skills needed in order to become productive citizens and future leaders.

According to the latest available ethnic data 46.74 % of the students are white, 5.35 % are Black, 17.80 % are Hispanic, 29.96 % are Asian or Pacific Islander backgrounds. Approximately 128 of the students have individualized Educational Plans (IEP's) and receive the full continuum of services including Special Education, Teacher Support Services, integrated inclusions classes and related services such as speech and language and counseling. Additionally, 180 of the students are English Language Learners. They are receiving mandated services requiring one or two periods a day.

There are two half-day Pre-K classes, one full day Pre-K class, four full day kindergarten classes, three first grade classes, four second grade classes, five third grade classes, four fourth grade classes, three fifth grade classes, two sixth grade classes, three seventh grade classes, and three eighth grade classes. The average class size in Kindergarten, grades 1 and 2 are 20 students. The average class size in grades 3-5 is between 22-28 students. The average class size in middle school is 30. Students are heterogeneously grouped within each grade from grades Pre-K and Kindergarten. Students are homogeneously grouped in grades 1-8.

The student body is serviced by 75 professionals and support staff, including one Principal, one ATR Assistant Principal, 61 teachers, one staff developer, one guidance counselor, thirteen paraprofessionals, two secretaries, two school safety officers, six schools aides, three family assistants and four additional support personnel (Occupational Therapist, Physical Therapist, Speech Teacher). Of the 61 teachers on staff 100 % are fully licensed and certified.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address and improving

instruction for special education students by increasing opportunities for inclusion in the general education program, as well as providing intensive AIS services and professional development for teachers in specialized strategies that help to meet the needs of special populations; and implementation of effective strategies for meeting the needs of a growing ELL population. Intensive Academic Intervention Services in Reading and Math will be provided for all students with special needs.

Current strategies for improving instruction and student performance in English Language Arts includes the implementation of a new reading program from Scott Foresman, which consists of: independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be implemented during a 90-minute literacy block for grades 1-8. As part of the balanced literacy process, early childhood teachers will put aside a period a day for the Practice Planet Program which offers specialized attention in reading to students who scored low on ECLAS2. In order to effectively improve literacy across the grades, each class has a diverse leveled library, class sizes are small and academic support personnel (paraprofessionals included) assist in many classrooms. P.S. 209 will have three AIS reading teachers who service students that scored a Level 1, 2 or low 3 on city and state exams in grades 3-8 in order to provide additional support.

We are using Everyday Mathematics as the primary vehicle for math instruction in the school for grades K-5. It is implemented during a 90-minute math block. Currently 6th, 7th and 8th grade students are using Impact Math as the main program. Every classroom is equipped with a hands-on manipulative math center, as well as a mathematical vocabulary bulletin board.

The purpose and focus of science education at P.S. 209 is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have aligned our program with State and City standards and are utilizing a science lab to support instruction in grades 1-8. Kindergarten classes are visited by a Science cluster teacher one to two times a week. Many of the skills necessary for both scientific communication and scientific investigation can and should be developed through the Language Arts and Fine Arts curriculums. Classroom science teachers will collaborate, and intensive Professional Development will be provided. Currently there are two cluster positions for the elementary school and two science clusters in the middle school. Each teacher uses manipulatives and reading in the content area to connect problem-solving skills to everyday life, and the classroom. We have a school-wide science fair in which students in all grades access information, work collaboratively and apply knowledge to real life situations and find creative solutions to problems. Parents and teachers and classes are invited to study and explore the scientific phenomenon over the course of one week. We also participate in the Regional Science Fair.

P. S. 209 will continue to follow the NYS Core Curriculum for social studies. To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies instructional program will be on authentic research. Every student including special education students and ELL, will be involved in several research projects throughout the year. Projects will be developed in coordination with data based questioning, editorials and technology to strengthen students' social studies knowledge.

Technology is infused into all curricular areas through the use of in-classroom computers, a computer lab and laptop lab. Students have multiple opportunities to use technology to demonstrate and support their learning. Intensive professional development will focus on the use of technology and software in the classrooms.

P. S 209 will improve Academic Achievement through various academic intervention services that are provided to meet the needs of all students who require additional assistance to meet the State Standards in ELA, mathematics, science and social studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary based on the individual needs of students, all Grade 3-8 students performing in Levels 1 and 2, and Early Childhood students deemed to be at risk (including students in special education and English Language Learners) will receive appropriately targeted services. The school has developed the following Academic Intervention Service programs:

- Early Intervention Services K-3
- A.I.S. Reading – Grades 3-8
- Chancellor's/Extended Day for Literacy/Math/ELL – Grades 2-8
- Academic Intervention
- Title III ELL After School Program for Grades 3-8
- Saturday Violence Prevention Sponsored Program for Grades 5-8

A.I.S. READING PROGRAM – At-risk targeted youngsters are provided remediation in reading and ELL through enrichment in both push-in and pull-out models for a minimum of three times a week. Materials and activities are selected in order to accommodate a student's individualized learning needs. They are different from those used in the regular classroom, thus accommodating children's individual learning styles. Ongoing articulation between funded and classroom teachers ensure congruence of the educational program and curriculum. These specialists encourage and support the home-school connection through parent workshops that demonstrate parent-child learning activities.

PROFESSIONAL DEVELOPMENT

Professional development is coordinated by the Inquiry Team, which includes the Principal, Assistant Principal, Staff Developer and Grade Leaders. They work together to combine ideas on effective planning for teachers, on different ways to assess learning or developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and update the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas by implementing a teachers' resource center with an abundance of material to be borrowed. Professional development will take a continuous improvement, data-driven approach to improving student performance, using item (skills) analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, students in grades 3-8 will be administered benchmark assessments in reading and mathematics, i.e., Acuity and ARIS. Information from these assessments will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments will also be used to inform instruction including Early Childhood Language Arts System (ECLAS2) in the lower grades (K-3).

Opportunities to attend professional development in academics and other areas pertaining to the P.S.209 staff are posted on the ICI web and Protraxx community as they are made available for attendance.

ECLAS2 will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs. We want to ensure that all staff members set high expectations for all, and that each student is seen as an individual with his/her own needs. Most professional development will be delivered in the teachers' classroom by Inquiry Team, Staff Developer, A.I.S. and funded teachers.

At P.S. 209 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. We have an active Family Room. Parents are encouraged to be involved with their child's education.

The school's Family Support Team, with representation by administration, parent coordinator, staff, parents, and support personnel, tailors pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources. Along with the Parent Coordinator, P.S. 209 will focus school-wide on strengthening home-school relationships and increasing parent and community involvement. Ongoing communication with parents includes conferences, written notification of services provided and quarterly reports and distribution of the annual school report card. The Family Room offers parent workshops such as:

- Stress management
- Breast Cancer awareness
- Arts and Crafts
- Food and nutrition workshop
- Your Child's Self-Esteem
- Health Insurance
- How To Talk So Children Listen – Parts I-V
- Introduction to Pre-K
- Parent Volunteer Programs

Family Assistants are in contact with parents by making home visits, calling about student absences and promotional criteria for students. They are liaisons between the parent, the school and the child. They keep logs of investigations concerning long-term absences. Family outreach is done by each of the family assistants to work with the parents to assure the child's well-being and academic progress. Family assistants assist in obtaining bus transportation for those children needing this service. They are in contact with regional personnel concerning attendance issues. They create and distribute flyers and materials for workshops. They coordinate the Pre-K Outreach Program by visiting various community locations and posting flyers for registration.

Our Parent Coordinator is our liaison between parent, students and the school. She attends parent academy classes at the Region and turnkeys information to parents and staff members. She coordinates workshops, attends PTA meeting and acts as a mediator for parents.

In order to support our efforts to increase the achievement levels of our students, we have a variety of motivational and incentive programs. They include student of the month, citizenship awards, attendance awards, field day and the participation in a Civic Club and Senior Advisory Council. We also offer the YWCA After-school and summer program.

P.S. 209 recognizes, that in order to meet the diverse needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. We continue to provide services and opportunities that address the academic, social and health needs of the community.

After School Programs

Beginning November 2010 through April 2011 P.S. 209 will be offering all ESL students in grades 3-8 to participate in a Title III ESL Program on Thursday and Friday afternoons. The Program will focus

on skills and strategies needed to be successful on the NYSESLAT, State Exams, and classroom assessments. Classes will be set up to meet specific needs of each ESL student.

P.S. 209 will be anticipating a Saturday School Violence Prevention sponsored Program beginning November 2010 until April 2011. The focus of the Saturday program is to work on the reading and math skills and strategies needed to master the standards outlined for each grade.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 209 Margaret Mead								
District:		21	DBN #:		21K209	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		41	54	45			93.7	93.9	TBD	
Kindergarten		66	62	91						
Grade 1		85	75	66	Student Stability - % of Enrollment:					
Grade 2		67	93	91	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		72	67	93			92.6	91.07	TBD	
Grade 4		81	66	67						
Grade 5		82	84	70	Poverty Rate - % of Enrollment:					
Grade 6		70	59	64	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		43	73	62			60.8	60.8	76.7	
Grade 8		73	45	82						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			5	0	TBD	
Grade 12		0	0	0						
Ungraded		7	0	0	Recent Immigrants - Total Number:					
Total		687	678	731	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							32	16	20	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		39	42	45	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		18	18	24	Superintendent Suspensions		5	5	TBD	
Number all others		35	37	43						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	152	158	186	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	5	45	Number of Teachers	60	59	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	15	TBD
				Number of Educational Paraprofessionals	7	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	98.3	TBD
				% more than 2 years teaching in this school	65	69.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	55	55.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	92	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91	100	TBD
Black or African American	6.8	5.2	5.9				
Hispanic or Latino	18.2	18	18.6				
Asian or Native Hawaiian/Other Pacific Isl.	31.9	29.5	29.5				
White	43.1	47.2	45.8				
Multi-racial							
Male	51.2	50.3	49.8				
Female	48.8	49.7	50.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	68.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

Needs Assessment #1

Process for Reporting Needs Assessment

Based on the roll out of the new Common Core Standards on by 2013.

Findings Implications for Instructional Program:

The teachers in grades K, 1, 2 will know what to teach next, in the implementation of the Common Core Standards.

Teachers will implement the Wilson program to support special education students in ICT and self-contained classes using bench mark assessments.

The Extended Day instructional program will be closely aligned to the IEP mandates.

Analyzed data will be applied to plan for differentiation focusing on ELA .

Professional development will be provided on an ongoing basis to support and reinforce teaching strategies

All related service personnel will work collaboratively to address the special needs of IEP students.

Implementation of a collaborative system between related service providers and classroom teachers will continue through use of articulation sheets.

Teachers will outline skills to meet ELA standards for each grade

Implementation of assessments for each skill will indicate student progress.

Needs Assessment#2

Grades 4-8 Special Education Performance on the ELA Test All Tested Students

Grade	Met Standards	Did Not meet Standards
4	0	10
5	0	8
6	0	11
7	0	7
8	0	6

Implications for the Instructional Program:

Based on our analysis from the student report card, Progress Report and the NYC ELA Assessment the following areas are implications for our ELA Special Education Instructional program for Grade 4-8 students:

- Continuation of instructional strategies that have contributed to overall improved students' achievement, including the implementation of a literacy block and daily writing activities.
 - Continuation of a school-wide literacy program with parallel instruction in all classes.
 - Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
 - Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
 - Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusionary model and additional support for special needs students in the general education setting.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the seven dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; 6) developing and maintaining motivation to read; and 7) development of literature circles.
- Classroom libraries that are established in every classroom. A variety of class sets of books as well as additional leveled books are available.
- Pacing calendars are developed for each grade level. Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards during common preps and weekly grade conferences.

Teachers will use data from the Progress Report, NYC ELA Assessment, NYSESLAT and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.

Teachers will reinforce literacy strategies during content area instruction.

Intensive professional development will be provided in the following areas:

- The components of a ninety-minute literacy block
- ELL strategies and the new ELL standards
- Effective strategies for teaching reading, including: identifying sequence, main idea and theme; and understanding literacy terms and types of writing.
- Literature circles
- Guided reading
- Independent reading
- Portfolios
- Promotional Criteria
- Rubrics
- Standard Based Work

The computer teacher will work with classroom teachers to assist students in creating computer-generated portfolios in the subject areas of language arts, math, science, social studies and art on a daily basis. Internet usage will be used when applicable

Needs Assessment #3
NYSESLAT 2009 -2010 (Results from May 2010)

		General ED.										Special ED				
Grade	Total	B	I	A	P	Total	B	I	A	P	Total	B	I	A		P
K	5	1	1	1	6	5	1	1	1	3	6	-	-	-		0
1	5	9	7	3	6	5	9	7	3	6	5	9	7	3	6	0
2	7	1	1	2	2	5			2	2		2	1	1		
4	9	5	5	7	2	2	4	4	2	2		7	1	1	5	1
5	3	7	6	1	7	2	5	2	1	7		8	2	4	2	0

-	3			3	5			1											
6																			
7																			
-	2			1	2			1											
8	4	2	5	5	2	3	1	5	5	2	1	1	0						0

Process for Reporting Needs Assessment Findings-- All ELL Students

An analysis of NYSESLAT assessment results for general education and special education students, over one year period from 2009-2010. indicates the following:

Results of all tested students indicate that 80.62% failed to pass the exam.

Implications for Instructional Program:

Based on our analysis from student NYSESLAT Assessment the following areas are implications for our ELL Instructional program for ELL students:

- Continuation of instructional strategies that have contributed to overall improved students' achievement, including the implementation of a literacy block and daily writing activities.
- Continuation of a school-wide literacy program with parallel instruction in all classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of special populations.
- Increased opportunities for the mainstreaming of special education students in general education classes, including an expansion of the inclusionary model and additional support for special needs students in the general education setting.
- All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the seven dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; 6) developing and maintaining motivation to read; and 7) development of literature circles.
- Classroom libraries that are established in every classroom. A variety of class sets of books as well as additional leveled books are available.
- Pacing calendars are developed for each grade level. Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards during common preps and weekly grade conferences.
- Teachers will use data from the Progress Report, NYC ELA Assessment, NYSESLAT and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Teachers will reinforce literacy strategies during content area instruction.
- Intensive professional development will be provided in the following areas:

- The components of a ninety-minute literacy block
- ELL strategies and the new ELL standards
- Effective strategies for teaching reading, including: identifying sequence, main idea and theme; and understanding literacy terms and types of writing.
- Literature circles
- Guided reading
- Independent reading
- Portfolios
- Promotional Criteria
- Rubrics
- Standard Based Work

The computer teacher will work with classroom teachers to assist students in creating computer-generated portfolios in the subject areas of language arts, math, science, social studies and art on a daily basis. Internet usage will be used when applicable

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>By June 2011, all teachers in grades K, 1, and 2 will demonstrate knowledge of Common Core Standards by creating units of study. The 12 teachers equal 21% of all classroom teachers in grades K-8, providing an initial launching point for the integration of ELA-CCS by 2013</p>	<p>Improving teacher quality and effectiveness</p>
<p>By June 2011, 33% of 68 students with an IEP, which translates into 22 students, will demonstrate an increase in one reading level or more as evidenced by the Fountas and Pinnell assessment.</p>	<p>Did not make AYP for this subgroup</p>
<p><input type="checkbox"/> By June 2011, 30% of the 181 ELL students, which translates into 54 students, in grade K-8 will demonstrate progress of one or more levels on the NYSESLAT, Fountas & Pinnell, and or student portfolios.</p>	<p>Priority area for improved student performance (based on PR or other metric)</p>

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 2010-11 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, PLA, 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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all teachers in grades K, 1, and 2 will demonstrate knowledge of Common Core Standards by creating units of study The 12 teachers equal 21% of all classroom teachers in grades K-8, providing an initial launching point for the integration of ELA-CCS by 2013</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will implement the Wilson program to support special education students in ICT and self-contained classes using bench mark assessments. • The Extended Day instructional program will be closely aligned to the IEP mandates. • Analyzed data will be applied to plan for differentiation focusing on ELA . • Professional development will be provided on an ongoing basis to support and reinforce teaching strategies • All related service personnel will work collaboratively to address the special needs of IEP students. • Implementation of a collaborative system between related service providers and classroom teachers will continue through use of articulation sheets. • Teachers will outline skills to meet ELA standards for each grade • Implementation of assessments for each skill will indicate student progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>TL Data Specialist -\$2,512 TL Childrens First Inquiry Teams - \$7,144 Principal Leadership- \$145,563 Professional Development- \$161,608 Gr. K- reduced class size- \$99,955 K self contained class- \$74,421 GR. K whole class (3)- \$223,262 Grade 1- (3) \$223, 262 Gr.2- (3) \$223,262</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	
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Subject Area (where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, 33% of 68 students with an IEP, which translates into 22 students, will demonstrate an increase in one reading level or more as evidenced by the Fountas and Pinnell assessment.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> •Two Academic Intervention Specialists will be scheduled to assist in daily instruction of Literacy. •Teachers utilizing the Wilson program to support special education students in CTT and self-contained classes will analyze bench mark assessments for instructional planning. The Extended Day instructional program will closely aligned to IEP mandates . Data will be used to support plans for differentiation focusing on ELA. Professional development will be provided on an ongoing basis to support and reinforce teaching strategies using the Wilson and Reading Streets programs. The Extended Day instructional program will be closely aligned to the IEP mandates using an interdisciplinary approach emphasizing English Language Arts
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Administrators- 145,556 IEP Teacher- Grade 4 self contained SpEd - \$74,421 Gr. 5/6 self contained class-74,421 Gr. 7 self contained SpEd - \$74,421 Gr. 8 CTT SpEd \$74,421 SBST- \$209,256 Guidance - \$63,761 Special Needs support- \$358,938 Para's- \$356,256
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • <input type="checkbox"/> By June 2011, 30% of the 181 ELL students, which translates into 54 students, in grade K-8 will demonstrate progress of one or more levels on the NYSESLAT, Fountas & Pinnell, and or student portfolios.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ESL teachers will be programmed to provide ESL assistance in classes during blocked reading periods. Support services for ELL students will include Resource Room, Speech, Extended Day remediation, and ESL support in the anticipated Title III after school program. Professional development will be provided to classroom and ESL teachers as needed, by network support staff and Scott Forseman specialist. The Extended Day program will provide differentiated instruction to support ESL students</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Principal - \$145,563 ELL teachers - \$148,842 Reduced class - \$74,241 Title III LEP - TBD (as of 9/30/10)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	24		N/A	N/A				
1	18		N/A	N/A				
2	18		N/A	N/A				
3	12		N/A	N/A				1
4	10							
5	15							1
6	22	10						1
7	29	9						
8	22	15						
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> During the school day, students receive services in small groups. Services are delivered with the use of ACUITY, Wilson, Foundations, Brain Pop, teacher created assessments, and “Focus” on Reading from Curriculum Associates.
Mathematics:	<input type="checkbox"/> Title III, Saturday Violence prevention Program
Science:	<input type="checkbox"/> Title III, Saturday Violence prevention Program
Social Studies:	<input type="checkbox"/> Title III, Saturday Violence prevention Program
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Services are provided on a one-to-one setting on a need basis.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Services are provided on a one-to-one setting on a need basis.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Services are provided on a one-to-one setting on a need basis.
At-risk Health-related Services:	<input type="checkbox"/> Services are provided on a one-to-one setting on a need basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

3-7

Number of Students to be Served:

LEP Approx. 60

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 1 administrator

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 209 will implement an after-school program to enrich and foster growth in English Language learners in the content areas for Grades 3 - 7. Instruction will be planned using ELL standards and content area standards, thereby adapting and aligning instruction for ELL's. Teachers will incorporate various ELL strategies to foster growth in academic language skills. P.S. 209 will employ 4 after school per session teachers to service ELL children through small group.

The program will run from from November, 2010 through April, 2011. Students in grades 3-7 will be invited to participate in this program. There will be approximately 4 teachers. This ELL after school program will be provided to enhance academic achievement to meet state and city standards.

The ELL teachers coordinate efforts with the Title III teachers to strengthen skills in these specific areas. Reinforcing these skills with a smaller group of children through the use of ELL strategies and supplemental material. Focusing on academic language development will help students improve skills in the content areas. Using these strategies will enhance growth in the four modalities of listening, speaking, reading and writing.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

P.S. 209 will examine various options for professional development. In-house staff members will provide training. We will also explore the use of outside agencies to cultivate additional professional growth.

These training activities will be ongoing throughout the year. Professional development will include training in language development instruction in order to raise academic achievement in math and core academic areas for ELL's.

Workshops will include the following topics:

- The Workshop Models and the ELL student – November, 2010
- Analysis of ELL periodic assessment- December 2010
- Impact and Everyday Math for the ELL student – January, 2011
- Collaborative planning for classroom and ELL teachers - Feb. -Mar.2011
- Readers and Writers workshop and the ELL student – April, 2011
- Review of NYSESLAT assessment exam – May, 2011

Section III. Title III Budget

School: 21k209

BEDS Code: 332100010209

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	30,062	<input type="checkbox"/> 4 teachers and one Administrator at current per session rate. The program will take place two days per week for 1hr 30min per day.
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$143	<input type="checkbox"/> Leveled Books
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A

Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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

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.

The purchase of pamphlets and access to the Office of Sign Language Interpreting Services aid in interpreting academic intervention strategies and help parents understand the curriculum and programs offered 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 conducts PTA meetings, School Leadership Team meetings, and weekly parent workshops. The schools informational letters are also distributed in different languages. This allows us to communicate and outreach to all members of the PS 209 community.

Part B: Strategies and Activities

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

PS 209 will disseminate translated material by the School Messenger Service Company in regards to:

Information about the school's academic program and students' participation.

Information about a child's academic performance and approaches to increasing achievement, for example, during open school night.

Clarifying parents understanding of academic standards, assessments and tests.

Parent information about NCLB choice and supplementary education services and other school wide programs that are offered by PS 209 to challenge learning opportunities.

To encourage parent participation in school activities.

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.

The “School Messenger” unit is a device is connected to the NYCDOE ATS system. It allows for the construction of multi-part messages, multi-language calls, and text to speech.

3. Describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 209 will assess translation and interpretation needs as part of our Comprehensive Education Plan. We are continuing to implement translation service through the ‘School Messenger’ service.

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 2010-11:	404,152	282,721	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,042		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	49,977	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. 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.

N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

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:
 - provide parents to opportunities to volunteer in their child's class.
 - As of January 2011 Parents will be given an opportunity to participate in an ESL class on Thursday afternoons from 2:45 to 4:15. The ESL clas will focus on teaching parents English used daily and to learn technical language and terminology used in daily life.
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 ESA:
 - At the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate in decisions about the education of their children.
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:
 - At the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children.
4. P.S. 209 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs, by:
 - State-operated pre-school program – annual meetings that will be held to inform parents of the school's participation in Title I programs.
5. 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.

- by providing open school night whereby the parents can meet with teachers to discuss students academics and behavior
 - by having an “open door” policy allowing parents to freely make appointments to meet with teaches and staff.
6. 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:
 - workshops, conferences, classes
- 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:
- encouraging parents to be involved with all of their child’s academic programs.
- 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:
- Parent/teacher conferences, bi-annually in November and March
 - Individualized parent meetings, as requested throughout the year
 - PTA meetings, monthly throughout the year
 - informing parents of all activities that will integrate parental.
- d. 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: the school will send notices in the primary language spoken in the students’ home.

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—
 - o that parents play an integral role in assisting their child’s learning;
 - o that parents are encouraged to be actively involved in their child’s education at school;

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.

- o The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. 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.

SCHOOL-PARENT COMPACT

2010- 2011

The P.S. 209, Margaret Mead School, 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 that 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 for the school year September, 2010 through June, 2011

Required School-Parent Compact Provisions

Responsibilities

P.S. 209 will

- 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 as follow:

P.S. 209 fosters academic excellence and high standards in collaboration with the entire school community. The school, the home and community will work together to acquire the necessary tools and skills to ensure that all students meet the challenges of today's society with an emphasis on becoming productive members of the 21st century.

- Hold parent teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: TBD
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 1. Meet with parents on open school afternoons and evenings (twice a year)
 2. Report card distribution 3 to 4 times a year
 3. "Meet the Teacher Tea" – curriculum overview – September, 2010
 4. City and State test results are sent home to parents in the Spring

5. Student Progress Report
6. State School Report Card

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

1. Parent/teacher conferences, bi-annually in November and March
2. Individualized parent meetings, as requested throughout the year
3. “Meet the Teacher Tea” – curriculum overview, September 2010
4. P.T.A. meetings, monthly throughout the year
5. School dances, seasonably

- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

1. Various field trips throughout the year
2. Open school week is when parents can visit their child’s class, November and March
3. Musical Performance December and May

Parent Responsibilities

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

1. Support my child’s learning by making education a priority in our home by:
 - i. making sure my child is on time and prepared everyday for school;
 - ii. monitoring attendance;
 - iii. talking with my child about his/her school activities everyday;
 - iv. scheduling daily homework time;
 - v. providing an environment conducive for study;
 - vi. making sure that homework is completed
 - vii. monitoring the amount of television my children watch
2. Volunteering in my child’s classroom.

3. Participating, as appropriate, in decisions relating to my children's education;
4. Promoting positive use of my child's extracurricular time;
5. Participating in school activities on a regular basis;
6. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate.
7. Reading together with my child every day.
8. Providing my child with a library card;
9. Communicating positive values and character traits, such as respect, hard work and responsibility;
10. Respecting the cultural differences of others;
11. Helping my child accept all consequences for negative behavior;
12. Being aware of and following the rules and regulations of the school and district;
13. Supporting the school discipline policy;
14. Express high expectations and offer praise and encouragement or achievement.

P.S. 209 will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- An annual meeting will be held to inform parents of the school's participation in Title I programs. All parents will be encouraged to attend this meeting.
- At the request of parents, we will 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.
- We will provide to parents an individual student report about the performance of their child on the State and City Assessments in English Language Arts, Mathematics, Social Studies, and Science.

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, P. S. 209 will:

- We will notify parents of their child's participation in AIS after school programs.
- We will encourage parents to be involved with all of their child's academic programs.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 section entitled "Needs Assessment"

2. Schoolwide reform strategies that:

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

Please see section V: Annual School Goals, and VI Action Plan. Also see Appendix 1: AIS.

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.

Please refer to Appendix 1: AIS and also school profile

o Help provide an enriched and accelerated curriculum.

Please refer to the school profile section and sections 5 and 6 Annual School Goals and Action Plan

o Meet the educational needs of historically underserved populations.

Refer to Appendix 1 for AIS services and section 4: Needs Assessment

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.

Refer to Appendix 1 for AIS services and section 4: Needs Assessment

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

N/A

3. Instruction by highly qualified staff.

Please see school profile

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.

Please refer to our school profile

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Being considered

6. Strategies to increase parental involvement through means such as family literacy services.

Please refer to the School Profile and Appendix 4 part B.

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.

Being Considered

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.

This information is outlined in section V: Annual School Goals

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.

This is outlined in section 3 of our School Profile and section 6 Action Plan

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.

TBD

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			404,152	True	
Title I, Part A (ARRA)	Federal	Yes			282,721	True	
Title II	Federal	Yes			215,192	True	
Title III	Federal	Yes			30,260	True	
IDEA	Federal	Yes			30,615	True	
Tax Levy	Local	Yes			3,358,063	True	

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
N/A
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

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 your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_21K209_110810-090303.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 21	School Number 209	School Name Margaret Mead School
Principal Fran Locurcio	Assistant Principal ATR- Jennifer Cionciotta		
Coach N/A	Coach N/A		
Teacher/Subject Area Sandra Geller/ESL	Guidance Counselor Bernadette Saunders		
Teacher/Subject Area Marcia Joyce/ESL	Parent Deanna Falcone		
Teacher/Subject Area Xinnia Rengifo/ESL	Parent Coordinator Fran DeVivo		
Related Service Provider Erin Cajano	Other type here		
Network Leader Wendy Karp	Other type here		

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	764	Total Number of ELLs	180	ELLs as Share of Total Student Population (%)	23.56%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At registration a licensed ESL teacher conducts the initial parent interview and the parent fills out the Home Language Identification Survey (HLIS). When possible, translators assist in the interview. ESL teachers examine the HLIS to determine whether the student is eligible for LAB-R testing. If the responses on the HLIS indicate that the student speaks a language other than English, one of the ESL teachers will administer the LAB-R to the student within the first ten school days of the student's date of admission. If the student scores below the cut score on the LAB-R, the student is added to the ESL roster and will begin to receive ESL services. Spanish speaking ELLs take the Spanish LAB, as well. The student will remain in the ESL program until he or she passes the NYSESLAT, which is administered once a year.

Parents of students who score below the cut scores on the LAB-R receive a letter encouraging them to attend a parent orientation. At the orientation, we present the various options for program selection and placement, including ESL, Transitional Bilingual Education, and the Dual Language program. There is a video presentation, as well as a written explanation, in a variety of languages; translators are available to answer any questions the parents may have. The Parent Program and Selection Form are also available in a number of languages. After parents complete the Selection Form, letters are sent in the appropriate language, if available, indicating the program placement for their children.

Our program models are aligned with parent requests. Historically, our parents appear to strongly prefer having their children in an ESL program. In past years, the majority have indicated ESL as their choice on the selection form. Only a handful have requested TBE or Dual Language. For the current school year (2010-2011) 82% of our incoming ELL's chose ESL. Those who would prefer the TBE program are offered the opportunity to transfer to another school that offers the appropriate class, if one has been formed.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	8	8	8	12	15	8	8	8	8					83
Total	8	8	8	12	15	8	8	8	8	0	0	0	0	83

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	139	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	139		14	36		22	5		2		180
Total	139	0	14	36	0	22	5	0	2		180

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	9	5	5	10	2	6	5						49
Chinese	1	5	5	3	3	1	2	1	1					22
Russian	5	14	8	10	13	3	6	2	1					62
Bengali				1										1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu	2	2	1	3	5	2	5	1	6					27
Arabic			1		1		1	1	1					5
Haitian														0
French														0
Korean					1									1
Punjabi														0
Polish	1													1
Albanian		1		1										2
Other		1	1	4		1	1	1	1					10
TOTAL	16	32	21	27	33	9	21	11	10	0	0	0	0	180

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

We have a freestanding ESL program at P.S. 209. Three licensed ESL teachers work with classes that contain English Language Learners. Students are grouped heterogeneously, when possible, with students from different levels in one class. This allows students performing at various levels to effectively work together to build academic language skills and social skills. This also allows the classroom teacher to focus on specific skills in which students need to improve, as well as academic language development. Operating on a push-in/pull-out model, ESL teachers will coordinate with classroom teachers, using standards-based instruction and grade-appropriate curriculum. All ELLs are held to the same high academic standards as our English-speaking students.

Based on test scores, LAP Committee recommendations, and administrative directives, a program is scheduled to accommodate the academic needs of our students. As required by the CR Part 154, students who score on the Beginner and Intermediate levels receive 360 minutes of ESL instruction per week. Students who score at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

Newcomers to our school arrive with various levels of literacy in their native languages. Students' previous knowledge can be used to motivate them and enhance their scholastic abilities with the development of English language learning. Newcomers are aided by peers who speak the same language. Students are encouraged to use bilingual glossaries. Teachers use TPR, visual aids, manipulatives, technology, and

alternate texts as a multisensory approach to reach all the students. Teachers model correct language structures and provide opportunities to use language for authentic purposes to help develop students' language skills. We also have a "Newcomer Kit" on three levels to supplement the lessons.

Students who have been here for 4-6 years are generally proficient in social English and need to improve their academic language comprehension and skills. Tailoring lessons to encourage academic achievement is the goal. We help the students build on previously learned skills and prior knowledge. They also use alternate text sets that specifically target the needs of all learners through the use of authentic language so they can be competent in the content areas. ESL teachers review word walls and content area vocabulary. We identify juicy sentences and use deconstruct/reconstruct strategies, as per the work of Dr. Lily Wong Fillmore.

In addition to all of this, for Long-Term ELLs the focus is mostly on the academic language and reading and writing skills. Identifying areas of weakness in ELLs is crucial to student success. We call attention to academic language in authentic texts, figurative language, expressions, etc, as per the work of Jeff Zwiers. The focus is on content area vocabulary, accountable talk, and writing strategies in order to help students achieve grade level competence in all the subjects.

In addition the services that all ELLs receive, ELLs with special needs or IEPs are provided with related services, such as Speech, Physical Therapy, Occupational Therapy, and Counseling. Some ELLs receive services from the Resource Room teacher, while some are in CTT or self-contained classes.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

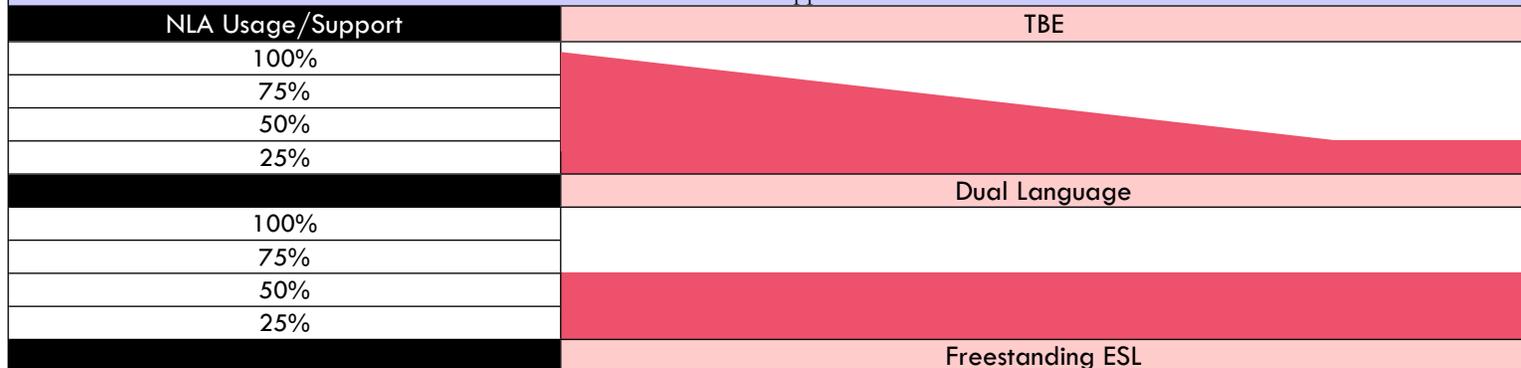
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All classes have a 90 minute literacy block, following the workshop model and balanced literacy, including read alouds, shared reading, and guided reading. Also following the workshop model, students have a 90 minute math block using "Everyday Mathematics" in grades K-5, and "Impact Math" in grades 6-8.

ESL teachers articulate with the classroom teachers to coordinate content area topics for instruction. ESL teachers employ various ESL strategies and techniques to ensure that ELLs understand the content area material. Modeling, visual tools, TPR, alternate text sets, picture dictionaries and picture libraries, bilingual dictionaries and bilingual readers are utilized as per the needs of the ELLs. Scaffolding techniques are used to ensure that students at all levels will understand and be able to participate in the lesson.

Students who score at the Proficient level on the NTSESLAT receive AIS services for two years.

We will be using the Wilson Foundations program, and depending upon funding, are looking into purchasing content area curricula to offer support for the ELLs, such as the Oxford Picture Dictionary for the Content Areas.

Students are encouraged to attend after school programs, including Title III and the YMCA program. ELLs also attend Extended Day.

We use the "Brain Pop" program which covers topics in all academic areas- math, English, social studies, science, and technology. The

program includes assessments as well as engaging and meaningful activities. We also use "Ticket to Read" which employs a multi-sensory approach. Everything is modeled and is focused on the individual needs of the student.

6th and 7th grade ELLs have the same language electives as all other 6th and 7th graders. Students receive two periods of Spanish instruction per week.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

ESL teachers attend Professional Development provided by the Network ELL Instructional Support Team. They participate in an ELL study group, as well.

ESL teachers provide ongoing Professional Development to all staff. ESL strategies and techniques are modeled by the ESL teacher during push-in sessions. Teachers attend Lunch and Learns, and are offered other PD activities throughout the year, including common planning sessions and vertical team meetings, to complete the required 7 ½ hours of ESL training. Upcoming sessions include such topics as the workshop model and the ELL, Analysis of the ELL Periodic Assessment, collaborative planning for classroom and ESL teachers, review of the NYSESLAT, and Reader's and Writer's Workshop and the ELL.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our Parent Coordinator is available at all times and communicates with parents on a regular basis over the phone, in person, or via email. The Parent coordinator answers questions, helps fill out forms, and helps parents deal with any problems they might have. We have parent workshops throughout the year, with translators in attendance. Translators are also available for Parent-Teacher conferences. The school lets parents know about community resources, such as ESL classes at the Shorefront Y and continuing education classes offered through the Department of Education.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	19	3	13	7	3	8	3	3					65
Intermediate(I)		8	9	5	10	2	3	3	2					42
Advanced (A)	10	5	9	9	16	4	10	5	5					73
Total	16	32	21	27	33	9	21	11	10	0	0	0	0	180

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	1	1	1	2	1	0	0				
	I	8	3	1	3	0	1	2	1	0				
	A	9	16	13	7	4	8	3	1	5				
	P	13	3	9	16	3	5	2	5	10				
READING/ WRITING	B	18	2	10	3	2	2	3	1	1				
	I	10	9	5	9	2	5	3	2	3				
	A	3	5	9	14	4	7	3	4	11				
	P	1	6	0	2	0	2	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	11	10	4		25
5	3	2			5
6	7	4	1		12
7	7	1			8
8	1	3	1		5
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	5		13	3	7				28
5	1		4		1		1		7
6	3		4	5	4	1	1		18
7	5		4				1		10
8	2		1		2	1	1		7
NYSAA Bilingual Spe Ed									0

NYS Science														
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		2				6
8	4		9		3				16
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		2		2				13
8	3		11		2		1		16
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	

ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Using the results of the ECLAS-2 we found that many students had trouble with segmenting and decoding words. We found that a low Fountas and Pinnell level generally corresponded to a lower score on the Reading and Writing sections of the NYSESLAT than on Listening and Speaking. In the early grades we need to concentrate on reading and writing skills using such programs as Foundations. This program is heavily phonics-based and can help students improve their reading skills.

Across the grades, with the exception of grades 1 and 3, we have more students who scored on the Advanced level than on Beginner or Intermediate levels. In grades 1 and 3 there were many students who were Advanced or even Proficient on the Listening/Speaking sections, but score Intermediate or even Beginner on the Reading/Writing sections. With these students we need to concentrate on phonics and decoding skills, as well as writing.

Teachers and school leadership examine and discuss scores from the ELL Periodic Assessment and develop strategies for implementation to drive instruction. Inquiry teams throughout the building are targeting ELLs and we develop strategies and best practices for these students. We use NYSESLAT scores to evaluate the success of the program. We look to see how many students moved up a level and how many scored as Proficient.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 209 Margaret Mead					
District:	21	DBN:	21K209	School		332100010209

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	45	45		93.7	93.9	94.2
Kindergarten	62	91	87				
Grade 1	75	66	96	Student Stability - % of Enrollment:			
Grade 2	93	91	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	67	93	93		92.6	91.1	90.5
Grade 4	66	67	93				
Grade 5	84	70	74	Poverty Rate - % of Enrollment:			
Grade 6	59	64	63	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	73	62	72		60.8	76.7	76.7
Grade 8	45	82	65				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	0	1
Grade 12	0	0	0				
Ungraded	0	0	4	Recent Immigrants - Total Number:			
Total	678	731	759	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					32	16	20

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	45	52	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	18	24	25	Superintendent Suspensions	5	5	3
Number all others	37	43	48				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	60	59	60
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	15	5
# receiving ESL services only	158	186	TBD				
# ELLs with IEPs	5	45	TBD	Number of Educational Paraprofessionals	7	4	14

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	98.3	100.0
				% more than 2 years teaching in this school	65.0	69.5	85.0
				% more than 5 years teaching anywhere	55.0	55.9	73.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	91.0	100.0	100.0
Black or African American	5.2	5.9	5.3				
Hispanic or Latino	18.0	18.6	19.9				
Asian or Native Hawaiian/Other Pacific	29.5	29.5	27.4				
White	47.2	45.8	45.3				
Male	50.3	49.8	50.6				
Female	49.7	50.2	49.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	41	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 21	School Number 209	School Name Margaret Mead School
Principal Fran Locurcio		Assistant Principal ATR- Jennifer Cionciotta	
Coach N/A		Coach N/A	
Teacher/Subject Area Sandra Geller/ESL		Guidance Counselor Bernadette Saunders	
Teacher/Subject Area Marcia Joyce/ESL		Parent Deanna Falcone	
Teacher/Subject Area Xinnia Rengifo/ESL		Parent Coordinator Fran DeVivo	
Related Service Provider Erin Cajano		Other type here	
Network Leader Wendy Karp		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	764	Total Number of ELLs	180	ELLs as Share of Total Student Population (%)	23.56%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At registration a licensed ESL teacher conducts the initial parent interview and the parent fills out the Home Language Identification Survey (HLIS). When possible, translators assist in the interview. ESL teachers examine the HLIS to determine whether the student is eligible for LAB-R testing. If the responses on the HLIS indicate that the student speaks a language other than English, one of the ESL teachers will administer the LAB-R to the student within the first ten school days of the student's date of admission. If the student scores below the cut score on the LAB-R, the student is added to the ESL roster and will begin to receive ESL services. Spanish speaking ELLs take the Spanish LAB, as well. The student will remain in the ESL program until he or she passes the NYSESLAT, which is administered once a year.

Parents of students who score below the cut scores on the LAB-R receive a letter encouraging them to attend a parent orientation. At the orientation, we present the various options for program selection and placement, including ESL, Transitional Bilingual Education, and the Dual Language program. There is a video presentation, as well as a written explanation, in a variety of languages; translators are available to answer any questions the parents may have. The Parent Program and Selection Form are also available in a number of languages. After parents complete the Selection Form, letters are sent in the appropriate language, if available, indicating the program placement for their children.

Our program models are aligned with parent requests. Historically, our parents appear to strongly prefer having their children in an ESL program. In past years, the majority have indicated ESL as their choice on the selection form. Only a handful have requested TBE or Dual Language. For the current school year (2010-2011) 82% of our incoming ELL's chose ESL. Those who would prefer the TBE program are offered the opportunity to transfer to another school that offers the appropriate class, if one has been formed.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	8	8	8	12	15	8	8	8	8					83

Total	8	8	8	12	15	8	8	8	8	0	0	0	0	83
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	139	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	139		14	36		22	5		2	180
Total	139	0	14	36	0	22	5	0	2	180

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	9	5	5	10	2	6	5						49
Chinese	1	5	5	3	3	1	2	1	1					22
Russian	5	14	8	10	13	3	6	2	1					62
Bengali				1										1
Urdu	2	2	1	3	5	2	5	1	6					27
Arabic			1		1		1	1	1					5
Haitian														0
French														0
Korean					1									1
Punjabi														0
Polish	1													1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian		1		1										2
Other		1	1	4		1	1	1	1					10
TOTAL	16	32	21	27	33	9	21	11	10	0	0	0	0	180

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

We have a freestanding ESL program at P.S. 209. Three licensed ESL teachers work with classes that contain English Language Learners. Students are grouped heterogeneously, when possible, with students from different levels in one class. This allows students performing at various levels to effectively work together to build academic language skills and social skills. This also allows the classroom teacher to focus on specific skills in which students need to improve, as well as academic language development. Operating on a push-in/pull-out model, ESL teachers will coordinate with classroom teachers, using standards-based instruction and grade-appropriate curriculum. All ELLs are held to the same high academic standards as our English-speaking students.

Based on test scores, LAP Committee recommendations, and administrative directives, a program is scheduled to accommodate the academic needs of our students. As required by the CR Part 154, students who score on the Beginner and Intermediate levels receive 360 minutes of ESL instruction per week. Students who score at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

Newcomers to our school arrive with various levels of literacy in their native languages. Students' previous knowledge can be used to motivate them and enhance their scholastic abilities with the development of English language learning. Newcomers are aided by peers who speak the same language. Students are encouraged to use bilingual glossaries. Teachers use TPR, visual aids, manipulatives, technology, and alternate texts as a multisensory approach to reach all the students. Teachers model correct language structures and provide opportunities to use language for authentic purposes to help develop students' language skills. We also have a "Newcomer Kit" on three levels to supplement the lessons.

Students who have been here for 4-6 years are generally proficient in social English and need to improve their academic language comprehension and skills. Tailoring lessons to encourage academic achievement is the goal. We help the students build on previously learned skills and prior knowledge. They also use alternate text sets that specifically target the needs of all learners through the use of

authentic language so they can be competent in the content areas. ESL teachers review word walls and content area vocabulary. We identify juicy sentences and use deconstruct/reconstruct strategies, as per the work of Dr. Lily Wong Fillmore.

In addition to all of this, for Long-Term ELLs the focus is mostly on the academic language and reading and writing skills. Identifying areas of weakness in ELLs is crucial to student success. We call attention to academic language in authentic texts, figurative language, expressions, etc, as per the work of Jeff Zwiers. The focus is on content area vocabulary, accountable talk, and writing strategies in order to help students achieve grade level competence in all the subjects.

In addition the services that all ELLs receive, ELLs with special needs or IEPs are provided with related services, such as Speech, Physical Therapy, Occupational Therapy, and Counseling. Some ELLs receive services from the Resource Room teacher, while some are in CTT or self-contained classes.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

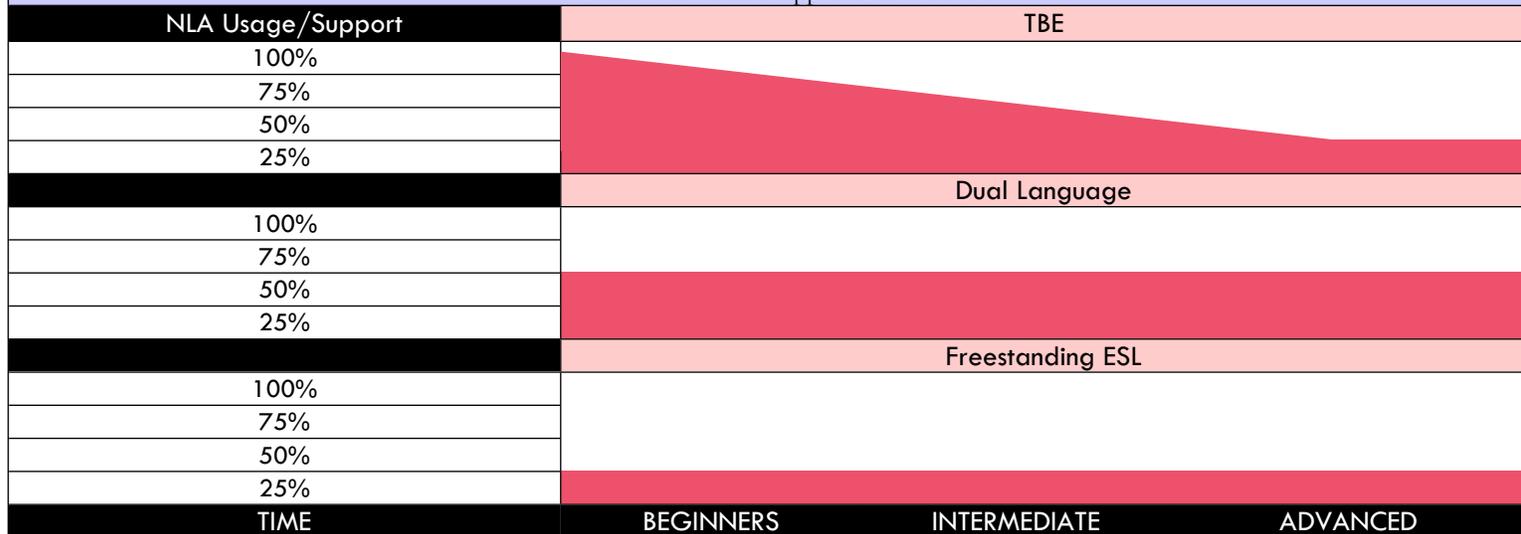
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All classes have a 90 minute literacy block, following the workshop model and balanced literacy, including read alouds, shared reading, and guided reading. Also following the workshop model, students have a 90 minute math block using "Everyday Mathematics" in grades K-5, and "Impact Math" in grades 6-8.

ESL teachers articulate with the classroom teachers to coordinate content area topics for instruction. ESL teachers employ various ESL strategies and techniques to ensure that ELLs understand the content area material. Modeling, visual tools, TPR, alternate text sets, picture dictionaries and picture libraries, bilingual dictionaries and bilingual readers are utilized as per the needs of the ELLs. Scaffolding techniques are used to ensure that students at all levels will understand and be able to participate in the lesson.

Students who score at the Proficient level on the NTSESLAT receive AIS services for two years.

We will be using the Wilson Foundations program, and depending upon funding, are looking into purchasing content area curricula to offer support for the ELLs, such as the Oxford Picture Dictionary for the Content Areas.

Students are encouraged to attend after school programs, including Title III and the YMCA program. ELLs also attend Extended Day.

We use the "Brain Pop" program which covers topics in all academic areas- math, English, social studies, science, and technology. The program includes assessments as well as engaging and meaningful activities. We also use "Ticket to Read" which employs a multi-sensory approach. Everything is modeled and is focused on the individual needs of the student.

6th and 7th grade ELLs have the same language electives as all other 6th and 7th graders. Students receive two periods of Spanish instruction per week.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

ESL teachers attend Professional Development provided by the Network ELL Instructional Support Team. They participate in an ELL study group, as well.

ESL teachers provide ongoing Professional Development to all staff. ESL strategies and techniques are modeled by the ESL teacher during push-in sessions. Teachers attend Lunch and Learns, and are offered other PD activities throughout the year, including common planning sessions and vertical team meetings, to complete the required 7 ½ hours of ESL training. Upcoming sessions include such topics as the workshop model and the ELL, Analysis of the ELL Periodic Assessment, collaborative planning for classroom and ESL teachers, review of the NYSESLAT, and Reader's and Writer's Workshop and the ELL.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our Parent Coordinator is available at all times and communicates with parents on a regular basis over the phone, in person, or via email. The Parent coordinator answers questions, helps fill out forms, and helps parents deal with any problems they might have. We have parent workshops throughout the year, with translators in attendance. Translators are also available for Parent-Teacher conferences. The school lets parents know about community resources, such as ESL classes at the Shorefront Y and continuing education classes offered through the Department of Education.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	19	3	13	7	3	8	3	3					65
Intermediate(I)		8	9	5	10	2	3	3	2					42
Advanced (A)	10	5	9	9	16	4	10	5	5					73

Total	16	32	21	27	33	9	21	11	10	0	0	0	0	180
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	1	1	1	2	1	0	0				
	I	8	3	1	3	0	1	2	1	0				
	A	9	16	13	7	4	8	3	1	5				
	P	13	3	9	16	3	5	2	5	10				
READING/ WRITING	B	18	2	10	3	2	2	3	1	1				
	I	10	9	5	9	2	5	3	2	3				
	A	3	5	9	14	4	7	3	4	11				
	P	1	6	0	2	0	2	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	11	10	4		25
5	3	2			5
6	7	4	1		12
7	7	1			8
8	1	3	1		5
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	5		13	3	7				28
5	1		4		1		1		7
6	3		4	5	4	1	1		18
7	5		4				1		10
8	2		1		2	1	1		7
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		2				6
8	4		9		3				16

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		2		2				13
8	3		11		2		1		16
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Using the results of the ECLAS-2 we found that many students had trouble with segmenting and decoding words. We found that a low Fountas and Pinnell level generally corresponded to a lower score on the Reading and Writing sections of the NYSESLAT than on Listening and Speaking. In the early grades we need to concentrate on reading and writing skills using such programs as Foundations. This program is heavily phonics-based and can help students improve their reading skills.

Across the grades, with the exception of grades 1 and 3, we have more students who scored on the Advanced level than on Beginner or Intermediate levels. In grades 1 and 3 there were many students who were Advanced or even Proficient on the Listening/Speaking sections, but score Intermediate or even Beginner on the Reading/Writing sections. With these students we need to concentrate on phonics and decoding skills, as well as writing.

Teachers and school leadership examine and discuss scores from the ELL Periodic Assessment and develop strategies for implementation to drive instruction. Inquiry teams throughout the building are targeting ELLs and we develop strategies and best practices for these students. We use NYSESLAT scores to evaluate the success of the program. We look to see how many students moved up a level and how many scored as Proficient.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		