



P.S. 209 CLEARVIEW GARDENS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 209 CLEARVIEW GARDENS
ADDRESS: 16-10 UTOPIA PARKWAY
TELEPHONE: 718-352-3939
FAX: 718-352-0367

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342500010209 **SCHOOL NAME:** P.S. 209 Clearview Gardens

SCHOOL ADDRESS: 16-10 UTOPIA PARKWAY, QUEENS, NY, 11357

SCHOOL TELEPHONE: 718-352-3939 **FAX:** 718-352-0367

SCHOOL CONTACT PERSON: MARY MCDONNELL **EMAIL ADDRESS** MMcDonn@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Milton Josephs

PRINCIPAL: MARY MCDONNELL

UFT CHAPTER LEADER: Janet Nadel

PARENTS' ASSOCIATION PRESIDENT: Georgia DuBois

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** Fordham University

NETWORK LEADER: MARGARET STRUK/ANITA BATISTI/Pedro De La Cruz

SUPERINTENDENT: DIANE KAY

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/rdonlyres/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
Mary McDonnell	Principal	Electronic Signature Approved.
Nicole Sandler	UFT Member	Electronic Signature Approved. Comments: override
Janet Nadel	UFT Member	Electronic Signature Approved. Comments: over
Maria Anna Cinquemani	UFT Member	Electronic Signature Approved. Comments: over
Jacqueline Diaz Fernandez	Parent	
Aspasia Kalogeropoulos	UFT Member	Electronic Signature Approved. Comments: override
Maxine Harris	UFT Member	
Pamela Hoffman	Admin/CSA	Electronic Signature Approved. Comments: override

* 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.

PS 209 is a Pre K - 5 elementary school located in northeast Queens, serving children zoned for the Whitestone, Bayside and College Point areas. It includes the District 25 Gifted and Talented program, *Alpha*, consisting of six self-contained *Alpha* classes in grades K - 5. There are three self contained 12:1:1 classes, (Kindergarten, First Grade and 2nd grade). There are four ICT classes (K, 1, 2 and 4), and 13 general education classes. P 9, a District 75 SIE unit with approximately 75 children, is housed in our building. PS 209 participates in an inclusion program with P9 infusing special ed. students into our general education population. Our mission is to provide a creative and meaningful education for all of our students, addressing their needs and talents, in a nurturing environment. Academic Intervention services are provided to meet the needs of all students requiring assistance in meeting state standards. The Student Support Team, including the School Guidance Counselor and Psychologist determine the children who receive SETTS, Speech Improvement, PT and OT services to help them achieve the standards .

100% of our 37 permanently assigned teachers are fully licensed. Common grade preps are scheduled to allow for the sharing of ideas, planning and development of curriculum.

A balanced literacy format using Macmillan's *Treasures* Program is used throughout grades K-5. A literacy committee plans additional school wide literacy events throughout the year. *Everyday Math* is the primary vehicle for math instruction for all students in grades Pre K - 5. Our Science program addresses the Science standards aligning city/state mandates using a hands-on approach, incorporating inquiry and scientific thinking. Our Social Studies curriculum uses a project based, textbook supported and internet related program.

Technology is infused into all curricula areas through the use of a computer lab, classroom computers, rolling wireless carts and Smart Boards

A licensed ELL teacher using a push-in/pull out model serves our ELL students. A one day per week after school program is also offered to our ELL population..

Our physical Education program is covered by a PS 209 and P9 physical education teacher using a co-teaching model. *Physical Best* determines children's physical fitness levels. Additionally, an intramural sports program, which includes basketball and cheerleading, meets weekly. Expressive arts, includes music appreciation in grades K - 2, recorder in grade 3 and band and chorus in grades 4 and 5.

Other involvements include: NY City Opera Education, TADA, Carnegie Hall Link Up and classroom performances. Additional, school-wide activities include: Project Chess, Project Wisdom, Spirit Day activities (Read in, Concert in the Park, Flag Day and Art Day), Stock Market Game, Student of the Month, Terrific Kids, Family Math and Literacy Events. Ongoing PTA involvement and sponsored events play an integral role in our community. PS 209 has received various grants supporting our technology, physical education, ELL and art programs.

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 Clearview Gardens								
District:	25	DBN #:	25Q209	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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" 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	22	32	35		95.9	96.1	TBD		
Kindergarten	62	65	110						
Grade 1	80	83	86	Student Stability - % of Enrollment:					
Grade 2	84	79	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	72	85	79		96.7	95.30	TBD		
Grade 4	111	76	96						
Grade 5	100	116	75	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		17.1	22	40.5		
Grade 8	0	0	0						
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		0	3	TBD		
Grade 12	0	0	0						
Ungraded	1	0	2	Recent Immigrants - Total Number:					
Total	532	536	567	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	5	5		
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	23	21	19	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	22	27	Superintendent Suspensions	0	3	TBD		
Number all others	41	34	35						
<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		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<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	39	27	33	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	10	9	Number of Teachers	34	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	9	TBD
				Number of Educational Paraprofessionals	3	1	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	100	TBD
				% more than 2 years teaching in this school	73.5	73	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.8	67.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	94	97	TBD
American Indian or Alaska Native	0	0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	91.1	TBD
Black or African American	1.7	2.4	1.6				
Hispanic or Latino	11.6	11.4	9.7				
Asian or Native Hawaiian/Other Pacific Isl.	40.2	38.8	37.9				
White	46.4	45	46.2				
Multi-racial							
Male	54.3	52.6	52.7				
Female	45.7	47.4	47.3				
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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
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			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
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	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	81.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	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?

In 2009 the percentage of students at Proficiency (Level 3 or 4) in ELA is 89.9% (*an increase of 3.2% from our 2008 scores*), the third grade at 93% (*a decrease of 1%*), fourth grade at 97% (*an increase of 21%*) and the fifth grade at 84% (*a decrease of 10%*), for our all student population.

98% of fifth grade General Education students are at Proficiency, while 45% of our Students with Disabilities scored Level 3 or 4 on the 2009 ELA, which shows an increase of 22%, when compared with the fourth grade scores obtained by this same population of students.

This past year our greatest accomplishment was that the percentage of students in the school's lowest 1/3 making at least 1 year of progress was 84.7%, with an average increase of 0.64 for Level 1 and 2 students.

The trend that we are seeing is that the percentage of our Level 3 and Level 4 student population making one years' progress has only increased slightly.. There was a decrease of 0.01 for Level 3 and 4 students, with only 58.2% of our students making at least 1 year of progress in 2008-2009. This is similar to the 2007-2008 ELA Student Progress measures (*a decrease of 0.02 for Level 3 and 4 students, with only 57.1% of students making at least 1 year of progress*).

We are very proud of our accomplishments in Mathematics. Our 2008-2009 Mathematics Scores indicate that 97.1% (*an increase of 2.1% when compared to 2007-2008*) of students scored at Proficiency, with 88.1% (*an increase of 13.5%*) making at least 1 year of progress, and the average change for our Level 3 and 4 students was 0.12 (*an increase of 0.15*). The percentage of the school's lowest 1/3 students making at least 1 year of progress was 76.8% (*an increase of 22%*). Indicating that a greater number of students made at least 1 year of progress in 2008-2009.

The greatest barriers to our school's continuous improvement are our lack of space and budgetary restrictions.

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
<input type="checkbox"/> # 1 - By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by 15% increase in the percentage of fourth and fifth grade students making at least 1 year of progress in ELA as measured by the New York State Assessment.	<input type="checkbox"/> 89.9% of our students scored at proficiency, Level 3 or 4, on the 2009 ELA, but only 58.2% of our fourth and fifth grade students made at least 1 year of progress. The percentage of our lowest 1/3 of fourth and fifth grade students demonstrating 1 year's progress was 84.7%.
<input type="checkbox"/> #2 - By <input type="checkbox"/> June 2011, All Students subgroup will improve their Mathematics performance by <input type="checkbox"/> 5% increase in the percentage of fourth and fifth grade students in school's lowest 1/3 making at least 1 year of progress as measured by the New York State Assessment.	<input type="checkbox"/> 97.1% of our students demonstrated proficiency in mathematics on the 2009 NYS Math test, 88.1% of our fourth and fifth grade students made at least 1 year of progress, but the percentage of fourth and fifth grade students in the school's lowest 1/3 making 1 year's progress was only 76.8%.
<input type="checkbox"/> #3 - By <input type="checkbox"/> June 2011, 100% of classroom and content area teachers will continue to participate in the inquiry process as measured by team entries on ARIS connect, attendance sheets, minutes and agendas.	<input type="checkbox"/> Common planning time will be scheduled for each grade in order for teachers to meet in teams to analyze, discuss and use student data to plan and guide instruction and assessments, do case studies of individual students and/or focus on a targeted group of students
<input type="checkbox"/> #4 - By June 2011, 100% of classroom/content area teachers will have heightened awareness, knowledge and familiarity with the Common Core Standards for English Language Arts, Literacy in History/Social Studies/Science/Technology and math as it relates to instruction and assessment. We will measure by meeting agendas, minutes, and	<input type="checkbox"/> Teachers will work collaboratively along with Fordham University and our SATIF to become familiar with the Common Core Standards. We will use our PD time to look at the standards, make comparisons and revamp our curriculum maps and instruction to meet these new standards.

attendance.	
<input type="checkbox"/> #5 - <input type="checkbox"/> By June 2011, PS 209 will increase the percentage of parents using ARIS Parent-Link by 30%, to help parents better understand how to access, interpret and use student data to support their child at home.	<input type="checkbox"/> To promote home and school communication, parental support and involvement in student achievement, PS 209 will build greater parent understanding and access to student data.

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p># 1 - By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by 15% increase in the percentage of fourth and fifth grade students making at least 1 year of progress in ELA as measured by the New York State Assessment.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teacher teams will meet regularly to develop curriculum units and extensions, that enrich and enhance the <i>Treasures</i> curriculum, to create greater rigor and differentiation for students currently performing at grade level.. • Teachers will use Carol Anne Tomlin's books on differentiated instruction to inform their practice. • PD will be provided by <i>Fordham</i> and our ELL teacher to support teacher growth. • Teacher teams will develop a variety of leveled projects for each unit of study. • Achieve 3000 will be used to develop multiple entry level readings for non-fiction units and content area instruction.
<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</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • A schedule will be developed that provides a common planning time, once per week, for each grade to meet as a team. • Teams will be provided with Carole Anne Tomlin's books on differentiated instruction. • Title I and Fair Student Funding will be used to provide the personnel and supplies

<p><i>action plan.</i></p>	<p>necessary for implementation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Achieve 3000 will be used to develop multiple entry level readings for non-fiction units and content area instruction and to monitor student progress. • Teachers will review student scores, running records and reading levels, at two-month intervals, to determine whether steady growth, as reflected by individual reading scores, is demonstrated. • Results from NYC scheduled Acuity Predictive and ITAs, and Scantron's Performance Series will be used to monitor student progress and assess performance on NYS standards throughout the school year. • Teachers will use results of item analysis to drive and differentiate instruction, individually and as a grade. • Teacher lesson plans, observations, PD attendance sheet and agendas will monitor teacher involvement.

**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> #2 - By <input type="checkbox"/> June 2011, All Students subgroup will improve their Mathematics performance by <input type="checkbox"/> 5% increase in the percentage of fourth and fifth grade students in school's lowest 1/3 making at least 1 year of progress as measured by the New York State Assessment.</p>
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<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><input type="checkbox"/> Teacher teams will meet to develop curriculum units and extensions, which review or enrich the <i>Everyday Math</i> curriculum, to create greater rigor and differentiation for students currently performing in the lowest 1/3 of students. PD on using data to drive and differentiate instruction will be provided by Fordham, our Data Specialist and our ELL teacher. Students will attend extended day sessions three days a week for 150 minutes in order to review and reteach curriculum.</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><input type="checkbox"/> A schedule will be developed that provides common planning time, once per week, for each grade to meet as a team. PD will be provided to support teacher growth. Test sophistication materials will be provided to classes. Title I and Fair Student Funding will be used to provide the personnel and supplies necessary for implementation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Formative and summative assessment, both formal and informal, as part of the <i>Everyday Math</i> program will be reviewed after each unit, monthly, to inform instruction and to assess individual progress. • Results from NYC scheduled Acuity Predictive and ITAs will be used to monitor student progress and assess performance on NYS standards throughout the school year. • Teachers will use the item analysis to drive and differentiate instruction. • Scantron's Performance Series results will be analyzed, at the beginning of each semester, to determine whether students' grade levels are indicating growth over time. • Teacher lesson plans, observations, PD attendance and agendas will monitor teacher involvement.

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>#3 - By <input type="checkbox"/>June 2011, 100% of classroom and content area teachers will continue to participate in the inquiry process as measured by team entries on ARIS connect, attendance sheets, minutes and agendas.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Launch of PD using the Aris Connect as a place for inquiry communities to analyze, discuss and share student data. • Teachers will analyze NYS assessments, Acuity Predictive and ITAs, Scantron's Edperformance and ECLAS 2 data. • PD will provided by Fordham and Data Specialist to help teachers analyze student data. • The schedule will provide common planning time for staff, including social studies and science clusters, to meet with grade level teams to do case studies and/or focus on a targeted group of students
<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><input type="checkbox"/></p> <ul style="list-style-type: none"> • The schedule will allow for teachers to have one period per week common planning time with their group. • Title I and Fair Student Funding will be used to provide the personnel and supplies necessary for implementation.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Team entries on Aris Connect, including identifying a content area, target population, developing SMART goals, analyzing data, and designing and implementing change strategy. • Progress will be measured, every two months, through the progress of teams to through the different phases of the Inquiry Process. • Attendance sheets, minutes and agendas of team meetings

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> #4 - By June 2011, 100% of classroom/content area teachers will have heightened awareness, knowledge and familiarity with the Common Core Standards for English Language Arts, Literacy in History/Social Studies/Science/Technology and math as it relates to instruction and assessment. We will measure by meeting agendas, minutes, and attendance.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • A schedule will be developed that provides common planning time by grade. • Teachers will demonstrate the ability to access ARIS, Edperformance, Achieve 3000, Acuity and bring their findings to the team. • Teams will work with the Data Specialist to better understand and interpret data and to identify trends. • Teachers will use their findings to generate SMART goals based on data. • Teachers will collaborate on lesson plans that will address their goals and observe the delivery of lessons. • Teams will debrief on outcomes and next steps. • Teams will identify a leader who will meet periodically with the cabinet to report on team 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will be provided with a schedule that allows for common planning time with the grade. • PD will be provided by the Data Specialist on how to access, analyze and identify trends in various sources of student data. • Title I and Fair Student Funding will be used to provide the personnel and supplies necessary for implementation.

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Teams will have scheduled periods when they can meet to access data and discuss the implications for instruction, Meetings will be evidenced through attendance sheets, agendas and minutes. Team leaders will meet with the Principal bimonthly to discuss groups progress. Progress will be measured through the development of SMART goals, lesson plans, assessments and observations.
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> #5 - <input type="checkbox"/> By June 2011, PS 209 will increase the percentage of parents using ARIS Parent-Link by 30%, to help parents better understand how to access, interpret and use student data to support their child at home.
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>	<input type="checkbox"/> <ul style="list-style-type: none"> • Parent workshops will be conducted by our computer teacher, our Data Specialist and our Parent Coordinator on accessing and understanding the ARIS Parent-Link for all grade levels. • Parents will have access to a computer at school for accessing information about their child. • Curriculum night will be held. • Workshops on the NYS ELA, Math, Social Studies and Science will be conducted by Fordham for parents in testing grades. • Parents will be introduced and encouraged to access the school web site. • Breakfast with the Principal Program. • Parent Coordinator and Data Specialist will encourage and address the needs of parents in accessing student data.

<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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Workshops, directed by the computer teacher, data specialist and Parent Coordinator, will be provided by the school for parents of students in grades K-2, and grades 3-5, to enable parents to access and understand ARIS Parent Link. • Workshops will be conducted by Fordham, for parents of students in testing grades, on using test data to stay better informed and able to provide their child/children with necessary support and encouragement. • Title I and Fair Student Funding will be used to provide the personnel and supplies necessary for implementation.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Progress will be measured through the use of sign-in sheets, and the monitoring of parent log-ins on ARIS Parent-Link. Meetings will be scheduled bimonthly with the Parent-Coordinator to discuss issues arising from parent use on ARIS.</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	1	1	N/A	N/A	4			4
1	6	6	N/A	N/A	2			3
2	4	4	N/A	N/A	4		2	
3	2	2	N/A	N/A	2			1
4	6	6	6	6	4		2	1
5	8	8	3	8	5		3	1
6								
7								
8								
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"/> At risk extended day small group instruction: after school, two times a week for a total of 100 minutes Learning Leaders: one-to-one and small group instruction during the school day : one-to-one instruction during the school day and during extended day Triumphs : small group instruction during the school day <i>Achieve 3000</i> : an internet based, multiple entry reading level, nonfiction and content area reading instruction program, during the school day and extended day Summer School: eligible students attend classes during the summer <i>Acuity</i> : an internet based program, students in grades 3-5 complete differentiated assignments based on their performance on ITAs and Predictive assessments, during the school day and extended day. Foundations with flexible grouping during Literacy Blocks.
Mathematics:	<input type="checkbox"/> At risk extended day small group instruction: after school, two times a week for a total of 100 minutes At risk SETTS: small group instruction during the school day Learning Leaders: one-to-one and small group instruction during the school day Summer school: eligible students attend during the summer
Science:	<input type="checkbox"/> At risk extended day small group instruction: after school, two times a week for a total of 100 minutes At risk SETTS: small group instruction during the school day Summer school: eligible students attend during the summer
Social Studies:	<input type="checkbox"/> At risk extended day small group instruction: after school, two times a week for a total of 100 minutes At risk SETTS: small group instruction during the school day Summer school: eligible students attend during the summer

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <input type="checkbox"/> At risk guidance provides services to children who are experiencing affective domain issues that are impacting on their ability to achieve academically, individually and in small groups, during the school day. In addition she leads our school's monthly SST (Student Support Team) meetings and participates on our FBA (Functional Behavior Assessment) Team.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>Our school psychologist does not see students for counseling, we share her services with another site. She does provide:</p> <p>Educational evaluation during the school day</p> <p>Communicates and makes recommendations, as needed, to parents, administration and staff during the school day</p> <p>Participates on our school's SST and leads our FBA Team.</p> </div>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <p>Liaison between home, school and community.</p> <p>Provides social histories for evaluations.</p> <p>At risk one-to-one and small group counseling during the school day.</p> <p>Participates on our school's SST.</p>
At-risk Health-related Services:	<input type="checkbox"/> At risk speech services provided to children with mild articulation and /or language impairment, individually and in small groups during the school day. Participates on our school's SST and FBA Team.

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)

1-5

Number of Students to be Served:

LEP 18

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) one supervisor

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.

Based on our 2009 NYSESLAT scores we have seen the need to further develop our students' listening, reading and writing skills across the grade levels; specifically grades 1-5. Based on our analysis we will offer a Title III program which will be held on Tuesday afternoons from 3:10-5:10. This program will begin on November 17, 2009 and end June 22, 2009. Services will be provided by four teachers. Three of the teachers are common branch and the fourth teacher is an ESL teacher who will rotate between the three classes. The school will be building capacity by having the ESL teacher co-teach and model ESL strategies. Our participating students will get native language support by their peers. Our goal is to strengthen the students' four main modalities (listening, speaking, reading and writing) so that these skills will carry over and improve students' NYSESLAT scores.

One supervisor will be hired to oversee our Title III program for 28 weeks since there are no other NYC DOE programs in progress at that time.

We will purchase the Rigby Assessment Program. This program will specifically assess students' English proficiency.

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.

Professional development will be provided by our full time ESL teacher to all teachers in the building. Training is held during faculty conferences, grade conferences and as needed on a one-to-one basis. Areas to be covered will include topics such as: ESL methodology, scaffolding, differentiated instruction and test preparation.

As for our Title III Program, the ESL teacher will provide training to the participating teachers on an on-going basis at no cost to the program. This training includes planning, assessment and differentiated instruction.

Section III. Title III Budget

School: **25Q209**
 BEDS Code: **342500010209**

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	14,212.82	<input type="checkbox"/> Afterschool Program (# of teachers)x(total hours per teacher)x(per session w/fringe benefits) $(3) \times (56\text{hrs}) \times (\$49.89) = \$8,381.52$ $(1) \times (46\text{hrs}) \times (\$49.89) = \$2,294.94$ Supervisor (#of supervisors)x(total hours)x(per session w/fringe benefits) $(1) \times (56\text{hrs}) \times (\$52.21) = \$2,923.76$

		Parent Workshops Teacher $(1) \times (6\text{hrs}) \times (\$49.89) = \$ 299.34$ Supervisor $(1) \times (6\text{hrs}) \times (\$52.21) = \$ 313.26$
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	787.18	<input type="checkbox"/> \$ 90.00 Refreshments for Parent Workshops \$450.00 Rigby Assessment Program \$247.18 Materials for Parent Workshops (folders, paper, ink cartridges, etc.)
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	787.18	

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.

ATS OTELE Report

- Home Language Information Survey
- Parent request

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.

PS 209 administration and staff has identified the need to reach out to our ELL families and parents who speak languages other than English. The languages identified are Chinese (Mandarin), Chinese (Cantonese), Korean, Spanish, Farsi, Russian, Vietnamese, Portuguese, Greek and Sign Language. Our Parent Coordinator provides parents with translated versions of the *Bill of Parents Rights and Responsibilities*, in the appropriate languages. School signage and forms are in the languages required by our school population. The NYCDOE Translation Unit provides translated versions of pertinent information which are sent home to identified ELL families and or non-English speaking parents. Translation service turnaround is determined by the length of the text and the number of texts they are currently translating.

Feedback was derived from past experience, highlighted by classroom teachers, guidance counselor, ELL specialist and the Parent Coordinator. Parent volunteers and school staff members meet periodically to discuss the implementation of materials and programs to increase the involvement of non-English speaking parents in their children's education.

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.

Translation of School's Student Handbook, PTA meeting notices, school assembly announcements, all flyers relating to Parent Workshops, with a major focus on curriculum and testing, and any DOE notices not already in translated version are provided to ELL parents and non-English speaking parents. These materials will be translated into Chinese, Korean, Spanish, and Russian, so that parents can understand school and individual student goals and expectations when working with their children. Written translations will be provided by the DOE Translation Unit via the internet.

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.

Translation services in Chinese, Korean, Farsi, Portugese, Spanish, Greek, Russian and Sign Language, will be provided at ELL Parent Orientation, PTA meetings, Back-to-School Night, Parent-Teacher Conferences, Parent Workshops, one-to-one parent meetings required by the classroom teacher and guidance counselor, ELL testing and Telephone communications. Services will be provided by the DOE Translation and Interpretation Services, in-house school staff, or LIS Services (outside contractor).

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 wants to ensure that all of our families are able to participate in all activities taking place in school. Translators will be present at Parent-Teacher Conferences, Back-to-School Night and Parent Orientation. Translation services in Chinese, Korean, Farsi, Portugese, Spanish, Greek, Russian and Sign Language are currently available, based on the ATS OTELE report, Home Language Survey and specific parent or teacher request. The DOE website provides information in covered languages. Translated versions of the *Bill of Parents Rights and Responsibilities* are prominently posted.

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:	0	154814	154814
2. Enter the anticipated 1% set-aside for Parent Involvement:	1548		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7700	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15481	*	

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 2009-2010 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.

* 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.

PS 209, in compliance with the Title I mandates, will implement a parent involvement policy strengthening the link between the school and community. PS 209's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team and the Parent Teachers' Association. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that provides parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole.

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.

1. PS 209 will take the following actions to involve parents in the process of school review and improvement:

Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.

Provide parents with the opportunity to meet with Title I funded faculty to familiarize parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels.

Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.

2. PS 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 the quality of its Title I program. 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 of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies.

3. PS 209 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described as below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as: the State's academic content and achievement standards; the State and City academic assessments; how to monitor their child's progress and work with educators.
- b. PS 209 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and math training, and using technology.
- c. PS 209 will, with the assistance of the Fordham University (PSO) and parents, educate its teachers, pupil services personnel, and other staff in how to reach out to, communicate with and work with parents as equal partners.
- d. PS 209 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children.
- e. PS 209 will ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

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.

In 2010 the percentage of students at Proficiency (Level 3 or 4) in ELA is 80.5% (*a decrease of 9.4% from our 2009 scores.*)

Our 2009-2010 Mathematics Scores indicate that 89.8% (*a decrease of 7.3% when compared to 2009-2010*) of students scored at Proficiency.

2. Schoolwide reform strategies that:

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

A schedule will be developed that provides a common planning time, once per week, for each grade to meet as a team. Teacher teams will meet to analyze student data and to develop curriculum units and extensions, which enrich and enhance our reading and mathematics curriculum, to create greater rigor and differentiation for students currently performing at grade level.

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.

In order to increase the amount and quality of learning, our students participate in extended day (two times per week for a total of 100 minutes), after school ELL, *Get Ready for the Next Grade* books for summer study and eligible students attend Summer School.

o Help provide an enriched and accelerated curriculum.

In order to provide an enriched and accelerated curriculum, we offer extra- curricular projects, field trips, class and grade performances, art in the classroom, puzzles and games and expressive arts, includes music appreciation in grades K - 2, recorder in grade 3 and band and chorus in grades 4 and 5.

We are involved with: NYC Opera Education, TADA, Carnegie Hall Link Up. Additional school-wide activities include: Project Chess, The Stock Market Game, and Spirit Day activities (Read-in, Concert in the Park, Flag Day and Art Day)

o Meet the educational needs of historically underserved populations.

- School Support Team, including the Guidance Counselor and School Psychologist, meets once a month to discuss teacher and parent referrals, student evaluations, whether services (Speech, SETTS, Guidance, OT, PT, Social Worker and/or AIS) are required to meet an individual student's needs.
 - At-risk extended day small group instruction: after school, two times a week for a total of 100 minutes
 - ELL: small group instruction provided to students identified as ELLs during the school day
 - *Great Leaps*: one-to-one instruction during the school day and during extended day
 - *Treasures* intervention program, *Triumphs*: small group instruction during the school day
 - *Wilson*: whole class/small group instruction during the school day
 - *Foundations*: whole class/small group instruction during the school day
 - At-risk SETTS and Speech: small group instruction during the school day
 - Co-teaching: CTT and AIS teacher push-in to classrooms to reduce student/teacher ratio
 - Reduced class size in grades K - 3
 - Learning Leaders: one-to-one instruction during the school day
 - Summer School: eligible students attend during the summer
 - At-risk Guidance and Social Worker: one-to-one and small group counseling during the school day
- 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.



- SETTS and Speech: small group instruction of mandated students during the school day
 - Guidance and Social Worker: one-to-one and small group counseling of mandated students during the school day
 - ELL: small group instruction provided to students identified as ELLs during the school day
 - OT and PT: one-to-one services provided to mandated students during the school day
 - Vision Specialist: one-to-one services provided to mandated student, one day per week, during the school day
 - Adaptive PhysEd: services provided two times per week to mandated students during the school day
 - PreK Social Worker: one-to-one, small group and whole class, services provided one day per week as needed.
 - At-risk SETTS and Speech: small group instruction of students identified as at-risk during the school day
 - At-risk Guidance and Social Worker: one-to-one and small group counseling of students identified as at-risk during the school day
 - Learning Leaders: one-to-one instruction during the school day
 - Summer School: eligible students attend during the summer
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

100% of the teachers at PS 209 are fully licensed and permanently assigned to this school, with 100% having earned a Masters Degree or higher. According to the March 2009, SDAS 100% of core classes are taught by 'highly qualified' teachers.

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.

Ongoing professional development is provided by Fordham (PSO),
Test sophistication and other workshops during faculty conferences, professional development days,
Ongoing professional development provided during grade conferences and common preps.
Teacher training sessions provided by ELL grant,
Treasures workshops provided by Macmillan.

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

Associations with student teaching programs affiliated with local universities.
Teacher and staff recommendations
Recruit teachers who have worked in our school as substitutes

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

In order to increase our parent involvement we offer a series of *Parents as Partners* workshops (in conjunction with Fordham University, our PSO), EPIC Parent workshops, *Breakfast with the Principal*, as well as an English Academy for Parents (through an ELL grant).

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.

We have a morning and afternoon Pre-K session to help children transition into Kindergarten. A PreK Social Worker, works with our PreK teacher on instruction students one-to-one, in small groups and whole class on social issues, offers parent workshops and expedites referrals, all as needed, one day per week. We also have an open house for the children and parents entering our Kindergarten.

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.



The measures used to include teachers in decisions are:

grade conferences

workshops

professional development

Inquiry Teams

Literacy Committee

Safety Committee

Discipline Committee

Principal's Cabinet

Scheduled weekly common preps on each grade provide common planning time for teachers to analyze student data from a variety of sources and collaboratively work to inform and improve instruction and assessment.

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.



The activities and assessments used to ensure students having difficulty mastering proficient and advanced levels are:

Acuity's ITA and *Predictive* assessments

Scantron's *Edperformance*

Achieve 3000's *KidBiz*

Informal and formal summative and formative weekly and/or unit assessments, components of our *Treasures* literacy program and *Everyday Math* program.

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.

A Nutrition Committee made up of student council members and the school nutritionist, to discuss nutritional foods.

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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	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.	Page#(s)
		Yes	No	N/A			

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 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.)

0

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

Title I - Part A funds would be used to assist students living in temporary housing meet academic achievement standards as well as assisting them when they have urgent needs. Funds would be used primarily for educational services, such as academic programs, educational support services, counseling and intervention services as needed, to ensure homeless children progress academically, as well as for emergency supplies, such as school supplies, books or even glasses. A staff member would be assigned to a keep a STH Folder which would include a list of students in temporary housing and a list of services provided with Title I funds.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_25Q209_020411-145623.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 551	District 25	School Number 209	School Name Clearview Gardens
Principal Dr. Mary E. McDonnell		Assistant Principal Pamela Hoffman	
Coach type here		Coach type here	
Teacher/Subject Area Kari Kamhawy ESL		Guidance Counselor Matilda Falzone	
Teacher/Subject Area		Parent	
Teacher/Subject Area Irene Dowd Data Specialist		Parent Coordinator Mary Gross	
Related Service Provider		Other type here	
Network Leader Marge Struk		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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	611	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	5.89%
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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.

Paste response to questions 1-6 here

PART II: ELL IDENTIFICATION PROCESS

The parent/guardian of every child that enters P.S. 209Q for the first time fills out a Home Language Identification Survey (HLIS). The HLIS is available in 14 languages on the New York City Department of Education Office of English Language Learners website (copies also available in main office). If the HLIS is not available in the parent's home language, the English version is administered with the help of the Translation & Interpretation Unit or with a parent/or teacher who speaks the appropriate language. The team designated to administer the HLIS and interview parent/guardian and student, consists of an ESL teacher, Principal/ESL certified, and Assistant Principal. Part 1 of the HLIS determines LAB-R Eligibility. If the parent/guardian checks "Other" at least once in items 1-4 and at least twice in 5-8, then the parent and student are interviewed to establish home language. If "Other" is checked in item number 5 and all others are checked "English" in 6-8, the parent and student are interviewed to establish home language. All students are given an informal interview even if HLS indicates English to be sure the child is English proficient. The original HLIS are filed in each student's cumulative folders and a copy is filed in the main office.

If the student's HLIS indicates a language other than English the ESL teacher administers the Lab-R to the student within 10 days of entering the school. If the student's native language is Spanish; a Spanish Lab is also administered by a Spanish speaking teacher. The Lab-R is hand- scored at the school and the answer grids are sent to the ISC. If student scores below proficiency; student is an ELL. If student scores at or above proficiency; student is not an ELL.

Immediately after identifying the ELL students an "Entitlement Letter" with the Parent Survey and Program Selection Form are sent out to all identified ELLs (within 5 days after the Lab-R has been hand scored). This information is sent in both the parent's native language and English. If a student was administered the Lab-R and was found to be proficient in English a "Non-Entitlement Letter" is sent to the parents in English and in their native language.

ELL Parent Orientation is provided for all new ELL parents. The parents/guardians of newly admitted potential ELLs are notified in the appropriate language to attend a Parent orientation. The Parent orientation is conducted by the ESL teacher and parent coordinator.

During the orientation the parents are provided with translated meeting agendas and handouts. Interpreters are available during the orientation. The parents are shown the Program Orientation DVD in the appropriate language(s). All three programs are then reviewed with the parents. Parents are provided with a list of schools in the district showing other bilingual programs in the appropriate language. Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program, if available. Parents/guardians are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Education (TBE) program. If there are not enough students to form a TBE program, the school is mandated to provide an English as a Second Language Program to the students.

The ESL teacher, Parent Coordinator and translators assist parents in completing the Parent Survey & Program Selection Form. The parents are asked to read, complete and sign the documents. The parents are advised that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. The parents are offered the opportunity to ask questions about any of the programs. After the parents watch the

video and completely understand the three programs they are asked to make their program choices. The parents are given the Parent Coordinator's name and phone number for any further assistance (healthcare information, ESL classes, etc.). A "Placement Letter" is then sent to the parent/guardian in both English and the appropriate language informing them that based on their response to the Parent Survey and Program Selection Form their child has been placed accordingly. This is completed within the first 10 days of the student's admission to school. The parents are informed about Title III, PS209's after school ELL program and Parent Workshops available throughout the school year.

If a parent is unable to attend the orientation a letter(s) is sent out requesting a meeting. A phone conference with a translator is placed or a one-on-one make-up session is conducted with a translator. A check-off list is created to monitor attendance and return of all Parent Survey and Program Selection forms of all ELL parents. The ESL teacher monitors to make sure all Parent Survey and Program Selection forms are completed by parents.

All identified ELLs are tested yearly using the New York State English as a Second Language Achievement Test. The ESL teacher prepares a schedule indicating time and test section to be administered. All testing accommodations are adhered to on those days. During testing there is limited mobility throughout the building and no announcements. If the student continues to be entitled for ELL services a "Continued Entitlement Letter" is sent out to the parents in both English and the appropriate language. If the student scores proficient they are no longer entitled to ELL services and a "Non Entitlement/Transition Letter" is sent out in both English and the appropriate language.

After reviewing the Parent Survey and Program Selection forms from the past few years, it has been noted that the trend in program choices that parents select has remained consistent. Approximately 95% of the parents of ELLs in our school select the Freestanding ESL program as their choice. The remaining 5% choose a Dual Language program. Those parents are given the option of selecting a neighboring school which has a Dual Language program. Our school has a Freestanding ESL program which is aligned with what the majority of parents have been requesting. PS 209's administration continues to monitor trends that could lead to the implementation of a Dual Language or Transitional Bilingual classes to better serve our ELL population.

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	15	3	7	0	3								36
Total	8	15	3	7	0	3	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	36	0	9							36
Total	36	0	9	0	0	0	0	0	0	36

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	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

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																
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											
Chinese											
Russian											
Korean											
Haitian											
French											
Other											
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:
Native American:	White (Non-Hispanic/Latino):
	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	0	3	3	1	0	0								7
Chinese	6	7	0	3	0	2								18
Russian														0
Bengali														0
Urdu														0
Arabic	0	0	0	1	0	0								1
Haitian														0
French														0
Korean	1	3	0	1	0	1								6
Punjabi														0
Polish														0

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														0
Other	1	2	0	1	0	0								4
TOTAL	8	15	3	7	0	3	0	36						

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.

Paste response to questions 1-4 here

At P.S. 209, we use the Freestanding English as a Second Language program model to provide all instruction in English using ESL methodologies and native language support with ELL peers. A combination of a push-in and pull-out model is used. In the push-in program, the ESL teacher works with ELLs during content instruction in collaboration with classroom teachers to promote content comprehension, language acquisition and vocabulary support. In the pull-out program, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for small group explicit English instruction. The K-2 students are grouped homogeneously based on their English proficiency. Grades 3-5 students are grouped heterogeneously. Units of study in these grades are in the form of thematic/cooperative units, allowing peers native language discussion and support. The ESL teacher collaborates with classroom teachers to ensure alignment with the curriculum through the use of the Treasure Chest ELL reading program, Social Studies and Science curriculum. Students receive the New York State ESL/ELA allotted instruction time based on students' English proficiency levels. The ESL teacher/coordinator is in charge of scheduling to assure each student receives the required allotted time. (180 min for Advanced and 360 min for Beginners and Intermediate).

We presently have no SIFE students. Our plan for SIFE students would be as follows: deficits and strengths in language acquisition and skills in other academic areas would be assessed; based on assessment; instruction would be differentiated and adapted to meet the needs of each student. Instruction using the Wilson/Fundations program would be provided to enhance letter /sound recognition. SIFE students would also participate in the Title III after school program, once a week (2hours) in order to further strengthen literacy skills. Peer tutoring and cooperative learning techniques among other strategies would be implemented to facilitate language acquisition and usage. At-risk resource services are also available. Through technology (PixWriter3 Program) SIFE students would have the opportunity to demonstrate their writing abilities through pictures/words. This program provides students with the feeling of accomplishment and empowers them to want to write.

A newcomers group is formed for all newcomers. This group not only provides students with accelerated learning through a focus on literacy,

native language supports, and intensive ESL and content area learning, but also acculturates them to their new city and country. The newcomers group helps accelerate students' transition with an intensive support structure; facilitates assessment and placement; builds background knowledge; and advises students about life in the City. Native language support is provided whenever possible. (parents, student teachers and staff members that speak appropriate language)

We presently have three students that are receiving extension of services. Two students are in a 12-1-1 class and receive ESL services and are also being serviced according to their IEPs. The third student receives At-Risk counseling and ESL services. All the above students are given the opportunity to attend the after school Title III ELL program. They are also working one-to-one with Learning Leaders.

At the present time we do not have any long term ELLs. Academic Intervention Services (AIS) would be provided to meet the needs of special needs ELLs. These students would be in need of additional assistance to acquire academic language necessary to meet the state standards in English Language Arts, Mathematics, Science and Social Studies. Guidance and support services would be provided to assist special needs ELLs who are experiencing affective domain issues that impair their ability to achieve academically. At-risk Resource Room, At-risk Guidance and At-risk Speech and Language provide additional help for special needs ELLs. P.S. 209 would provide for special needs ELLs through Learning Leaders, Triumphs Intervention Program, Wilson, PixWriter, Achieve 3000 and differentiated classroom instruction and our Extended Day program. Our support staff of teachers (ESL, SETSS, IEP, Speech/Language, AIS Providers) would push into classrooms with targeted ELLs to reduce student-teacher ratio and provide teachers with strategies to differentiate instruction.

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

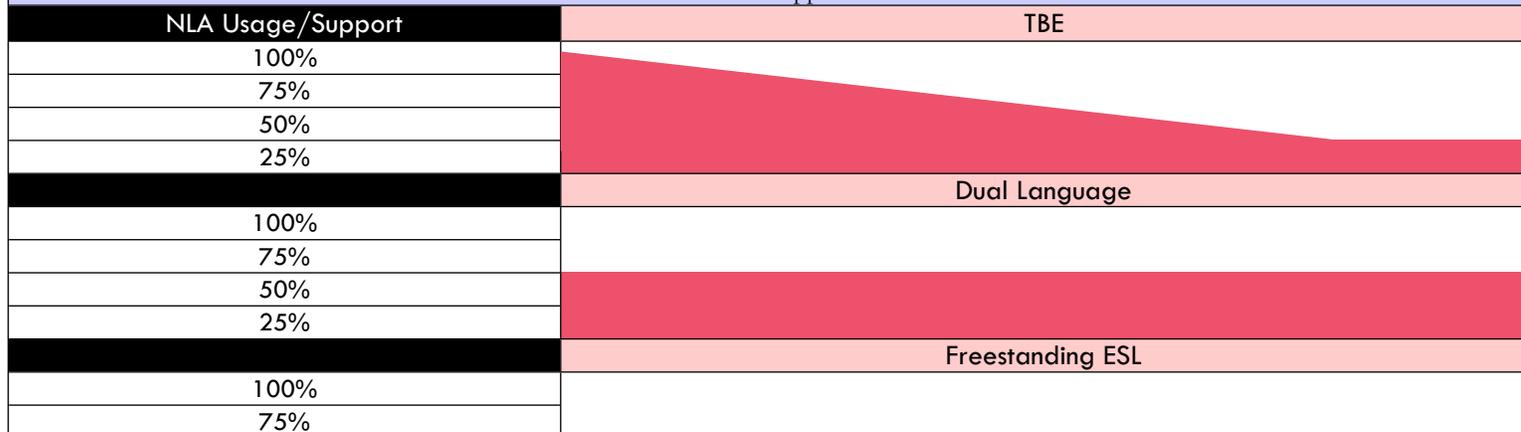
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

Paste response to questions 5-14 here

The targeted intervention programs for ELLs are available for all content areas. At-risk resource is available for ELA and Math. At-risk speech is also available for language and speech. Learning Leaders utilize the Great Leaps program for phonetic instruction. Wilson/Fundations programs are implemented for letter/sound recognition. Native language support is provided whenever possible (parents, student teachers, books). We presently have an Arabic speaking student who receives native language support from our ESL teacher. Our Chinese speaking students receive native language support during the school day and extended day by our Chinese paraprofessional.

P.S. 209 ELLs receive academic content area instruction in English using ESL methodology and instructional strategies. These include scaffolding, teaching academic language and content, language usage and structures in context, using visuals, concrete objects and a variety of print and digital resources. Teachers model academic language and consistently use spiraling strategies so that language skills grow increasingly more complex. Vocabulary, language usage and structures are incorporated into every lesson. Teachers have both content and language objectives incorporated in every unit of study. Native language books in appropriate age and grade levels are available in the ELL section of the school library. Electronic dictionaries and NYC glossaries are also used for additional native language support. Parents are invited to do read alouds in targeted languages.

All former ELLs continue to receive academic support and modifications for two years after attaining proficiency. All former ELLs continue to receive extended time, separate location; bilingual dictionaries and glossaries; simultaneous use of English and alternative language editions; oral translation for lower incidence languages; third reading of listening selection and writing responses in the native language. An

after school program is offered to all ELLs through Title III. All parents receive an invitation for our after school Title III program in both English and native language. In terms of improvements/new programs for the upcoming school year we will continue to provide our ELLs with access to books on tape, electronic dictionaries, laptops for internet usage, PixWriter, Great Leaps, MacMillan ELL reading program, big books with rhyming and listening cds, story readings by adults in native language, and books in native languages. Students receive individual targeted instruction during our school's Extended Day program with staff members speaking Cantonese, Mandarin and Arabic. A new program for assessment will be implemented for this year which will specifically assess English proficiency. Native language support is provided during cooperative learning through discussions with peers speaking appropriate language. All services and instructional materials correspond to students' ages and grade levels. All new students are given a tour (by the ESL teacher) of the school building and introduced to the different cluster teachers. A teacher, paraprofessional, student teacher or parent provides support for this tour in the students' native language.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

This year great effort will be placed on implementing the RTI program. We will also begin training in SIOP for all classroom and cluster teachers. We will continue to educate all classroom teachers, Assistant Principals, paraprofessionals, Guidance counselors, Psychologists, speech therapists, occupational/physical therapists, secretaries and parent coordinator on the basic principals of language acquisition. All classroom teachers and other teaching personnel (mentioned above) will be provided with extensive professional development. The ESL teacher will articulate and model principles of effective instruction for ELLs through co-teaching and professional development opportunities. ESL, classroom teachers and support staff will also attend workshops to emphasize Balanced Literacy techniques to use with ELLs. Ongoing professional development is provided by the ESL teacher at grade conferences and during professional development periods (also on a one-to-one basis as needed). During these periods, classroom teachers, Assistant Principal, paraprofessionals, Guidance counselor, psychologists, occupation/physical therapists, speech therapists, secretaries and parent coordinator are taught techniques on how to work with and be sensitive to ELL's needs. Teachers are trained to know the basic principles of second language literacy instruction, understand second language acquisition and cross-cultural contexts, and provide ELLs with content-based instruction using comprehensible input. The staff is informed on the importance to include native language support whenever possible.

Staff is provided with translators, written translation services to assist them with their ELLs transition from one school level to another. Professional Development will begin in November, once a month for one hour in order to fulfil the minimum 7.5 hours required training. There will be a sign-in sheet available to maintain records of all Professional Development meetings.

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?

Paste response to questions 1-4 here

In September an orientation is provided to all ELL parents. Follow-up for non-attending parents is performed by the Parent Coordinator and ESL teacher (phone calls with interpreters and translated follow-up letters are sent). During the meeting the parents are informed of Fair Student Funding, Title III, Title I, and any other services that their children are entitled to receive. Parents are invited to attend Parent Conferences and are notified that translators in their native language will be available. Materials and notifications are available in parents' native languages. Workshops will be conducted by the ESL teacher to inform ELL parents about the state exams. Three Saturday sessions will be offered to the parents of all ELL students. Each session will run from 9:00 am to 11:00 am. An ESL certified teacher will be conducting the workshops. Translators will be provided according to need. Session one will focus on the ELA exam; Session two will focus on the State Math Exam and Session three will focus on the NYSESLAT exam. These sessions will provide information and will better equip parents to prepare their child for the upcoming state exams. The Parent Coordinator's office is the designated area for parents to pick up information that can help them support their child's academic achievement. We are presently in the process of starting ESL classes for the ELL parents in the community. Information on services such as healthcare, citizenship classes, etc. may be obtained at the Parent Coordinator's office. Parents are informed during the orientation that the Parent Coordinator is always available with phone translations for any school-related issues that may arise. Parents' needs are evaluated during the orientation meetings, parent teacher conferences, and meetings that are held throughout the year specifically for ELL parents (translators are always available during all ELL meetings). A new survey is in the process of being created and translated in order to better evaluate the needs of our parents.

PS 209 is in the process partnering with New York City Adult Learning Center to provide our ELL parents with ESL, GED, and Citizenship classes to be held at our school.

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)	4	3	0	3	0									10
Intermediate(I)		7	2	2	0	1								12
Advanced (A)	4	4	1	1	0	1								11
Total	8	14	3	6	0	2	0	0	0	0	0	0	0	33

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

NYS ELA

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

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:

instruction. It is used to make decisions as to what programs and software to purchase and use that would best benefit the ELLs.

This year 2010-2011 there are a total of 36 ELLs. 8 students are in Kindergarten, 15 students are in Grade 1, 10 students are in Grades 2-4 and 3 students are in Grade 5. Students speak Chinese, Farsi, Spanish, Korean, Greek, Romanian, and Arabic.

This year 2010, 47 General Ed Kindergarten students tested the LAB-R; 4 scored at Beginners level, and 4 scored at Advanced level and the remainder tested out. In Grade 1 there are a total of 3 General Education students tested LAB-R; 1 scored at Beginners level and the other 2 students tested out. In Grades 2-5, 3 students tested LAB-R; 1 (2nd grade) scored out; 2 (3rd grade) 1 scored Advanced and the other scored out and 1 (5th grade) scored Beginners.

The patterns across proficiency levels for the LAB-R revealed 94% of Kindergarten students tested scored at proficiency level and 6% scored below proficiency level. In first grade 66% scored at proficiency level and 33% scored below proficiency level. In second grade one student tested and scored at proficiency level, indicating a 100% proficiency level. In third grade 50% scored at proficiency level and 50% scored below proficiency level. Zero students tested in fourth grade. In fifth grade one student tested and scored below proficiency level, indicating a 100% below proficiency level.

A total of 22 General Education and 11 Special Education students tested the NYSESLAT. All students scored higher in Listening and Speaking than Reading and writing. In Grade One 5 Special Ed students tested; 1 scored B; 3 scored I; and 1 scored Proficient. In Grade One 10 General Education students tested; 2 scored B; 4 scored I and 4 scored A. In Grade Two 1 Special Ed student tested and scored I. In Grade Two 3 General Ed students tested; 1 scored I and 2 scored Proficient. In Grade Three 3 Special Ed students tested; 2 scored B and 1 scored A. In Grade Three 4 General Ed students tested; 2 scored I; 1 scored B; and 1 scored Proficient. In Grade Four there were no Special Ed students and 2 General Ed students who scored Proficient. In Grade Five 1 Special Ed student who scored Proficient and 2 General Ed students tested; 1 scored A and 1 scored I.

After reviewing and analyzing the NYSESLAT modalities—Reading/Writing and Listening/Speaking—overall the ELL students performed better on the Listening and Speaking than in Reading and Writing. The ESL teacher will focus instruction on explicit reading comprehension and writing lessons in order to improve ELLs English acquisition. The ELL student will be afforded greater opportunities to practice both their reading and writing skills in order to enhance reading comprehension and writing skills.

ELL Periodic Assessment was not administered to our ELL population during the first assessment period. They will be tested during the next administration window. The results of the ELL Periodic Assessments will be utilized to gear instruction for each student according to their individual needs. Prior assessments will be compared to current assessment to evaluate students' progress.

The success of our ELL program is evaluated by comparing the prior year's NYSESLAT, E-Class, New York State ELA and Math examinations to the present year's scores. The data is analyzed and based on the findings the ELL program is restructured to meet the needs of the ELL population.

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 Clearview Gardens					
District:	25	DBN:	25Q209	School		342500010209

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	2	v	6		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	32	35	33		95.9	96.1	96.1
Kindergarten	65	110	105				
Grade 1	83	86	115	Student Stability - % of Enrollment:			
Grade 2	79	84	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	85	79	91		96.7	95.3	94.9
Grade 4	76	96	82				
Grade 5	116	75	93	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		17.1	40.5	38.3
Grade 8	0	0	0				
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		0	3	1
Grade 12	0	0	0				
Ungraded	0	2	0	Recent Immigrants - Total Number:			
Total	536	567	612	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	5	5

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	21	19	28	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	22	27	34	Superintendent Suspensions	0	3	1
Number all others	34	35	33				

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	34	37	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	6
# receiving ESL services only	27	33	TBD				
# ELLs with IEPs	10	9	TBD	Number of Educational Paraprofessionals	3	1	8

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	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.5	73.0	89.5
				% more than 5 years teaching anywhere	61.8	67.6	79.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	97.0	100.0
American Indian or Alaska Native	0.0	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	91.1	100.0
Black or African American	2.4	1.6	1.0				
Hispanic or Latino	11.4	9.7	11.8				
Asian or Native Hawaiian/Other Pacific	38.8	37.9	39.9				
White	45.0	46.2	45.3				
Male	52.6	52.7	52.0				
Female	47.4	47.3	48.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated 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	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	70.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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