



P.S. 209

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X209
ADDRESS: 317 EAST 183RD STREET, BRONX, NY 10458
TELEPHONE: 718-364-0085
FAX: 718-364-9548

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 209 **SCHOOL NAME:** _____

SCHOOL ADDRESS: 317 East 183rd Street, Bronx, NY 10458

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

SCHOOL CONTACT PERSON: Anne Keegan **EMAIL ADDRESS:** AKeegan2@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jocelyn Witherell

PRINCIPAL: Anne Keegan

UFT CHAPTER LEADER: Jocelyn Witherell

PARENTS' ASSOCIATION PRESIDENT: Lisa Colon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** HOT 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Anne Keegan	*Principal or Designee	
Jocelyn Witherell	*UFT Chapter Chairperson or Designee	
Lisa Colon	*PA/PTA President or Designated Co-President	
Lisa Colon	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Fay Adams	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tricia Coulter	Member/Assistant Principal	
Christine Calvi	Member/Teacher	
Beverly Phillip	Member/Parent	
Tischa Hatch	Member/Parent	
	Member/Parent	
	Member/Parent	

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

* 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.

Behind the doors of Empowerment School 209 you will find a genuine and diverse community of learners and educators that continuously strive toward a higher standard of moral excellence and academic achievement. We pride ourselves on successfully creating and maintaining a safe and inviting learning environment where all children enjoy coming to school as evidenced by our annual attendance rate of 95%. According to our most recent Parent Survey data, of which 95% of parents completed during the 2009-2010 school year, 99% of our parents are satisfied or very satisfied with the education their child has received at P.S. 209 and 98% of our parents are satisfied or very satisfied with the opportunities they have been given to be involved in their child's education. This speaks volumes of the committed relationship between the parents and the staff members.

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

Furthermore, through daily collaboration between school leaders, teachers, a professional consultant, volunteer study groups and school committees, we continue to grow in our knowledge of "best" instructional practices. This collaboration and commitment to life long learning directly impacts student achievement through improving the quality of instruction which has thus been evidenced by the school's innovative tracking systems. As a result of our thorough data analysis, we developed a new approach to Extended Day that provides at-risk students with 1:1 intervention services for a six to eight week cycle. This individualized instruction is tailored to meet the need of each and every child and enables them to reach grade level benchmarks alongside their peers while simultaneously building confidence and teacher/student relations.

According to our Needs Assessment Survey, 100% of teachers agree that student achievement data is used to improve instructional decisions thus proving that our assessments are both meaningful and beneficial for both teachers and students. Constant reflection of best practices has led us to develop and pilot new standards based curriculum in the areas of Social Studies and Science through the Backwards Design approach.

Our partnership with AUSSIE, Inc., has supported our efforts to build school capacity and promote a continuous cycle of assessment, reflection and transformation. In addition to AUSSIE, our partnership with LINC and Cool Culture has assisted us in supporting the need to provide our students with additional global experiences. We have chosen to concentrate on enriching the lives of our students

through monthly culture days in order to expose and immerse the children in a variety of meaningful activities. These culture days will ultimately motivate students to attend school, give them opportunities to connect to literature, and build experiences to increase diversity in writing.

At P.S. 209, all students and teachers are incorporating technology into daily instruction through the use of SMART Boards, document cameras, student computers, and i-touches. The integration of technology has not only deepened and enhanced our students' learning process but has also offered our teachers effective ways to reach different types of learners and assess student understanding through multiple means. Technology has helped make teaching and learning more interesting and fun at P.S. 209.

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

As the results of the parent and teacher sections of our Learning Environment Survey clearly demonstrate, all staff and parents at P.S. 209 believe that we have high expectations for our students' achievement. The results of these surveys also show that we have effective plans in place to ensure that all students meet or exceed our expectations. In addition, the formative June 2010 student data we collected in all four core subjects clearly indicates that all students are receiving the highest quality education possible and have been afforded the opportunity to, "Imagine the Possibilities."

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 209							
District:		10	DBN:		10X209	School BEDS Code:		321000010209	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3		7		11		
	K	√	4		8		12		
	1	√	5		9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<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		36	36	36					TBD
Kindergarten		88	71	71					
Grade 1		57	86	66					
Grade 2		47	53	78					
Grade 3		0	0	0					
Grade 4		0	0	0					
Grade 5		0	0	0					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		0	0	0					
Total		228	246	251					
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		91.4	92.7	TBD			84.3	87.5	94.3
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		4	15	TBD			1	0	1
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of 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		11	13	11	Principal Suspensions		2	6	TBD
# in Collaborative Team Teaching (CTT) Classes		9	10	9	Superintendent Suspensions		0	2	TBD
Number all others		6	14	12					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		21	23	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		46	67	59					

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 school's 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?
-

Performance Trends

Reading

- 92% of P.S. 209's student population has met or exceeded New York City's end of the year reading benchmark.
- 95% of our kindergarten students have met or exceeded the New York City reading benchmark for June 2010. 100% of these kindergarten students are reading on a first grade reading level or higher.
- 100% of our general education first graders have met or exceeded the New York City Reading Benchmark for June 2010. 90% of all first grade students have met or exceeded New York City's first grade reading benchmark. 82% of our first graders are reading on a second grade reading level or higher.
- 100% of our general education second grade students have met or exceeded New York City's Reading Benchmark for June 2010. 90% of the entire second grade is reading on or above the end of the year benchmark.

Writing

- After a thorough review of the NYSELAT data from the 2008-2009 school year, we noticed that our second grade students had made no progress on the NYSELAT. An even more detailed analysis of the breakdown of student scores revealed that the area of the test in which students encountered the most difficulty was the writing section of the exam. As such, we decided to focus our inquiry study on how to help our second grade ELL students improve their writing skills.
- 88.4% of P.S. 209's student population reached proficiency levels of a 3 or 4 based on the AUSSIE grade specific writing rubrics for June 2010.
- 100% of P.S. 209's kindergarten students reached proficiency levels of a 3 or 4 based on the AUSSIE Kindergarten Writing Rubric for June 2010.
- 96% of our general education first grade students reached proficiency levels of a 3 or 4 based on the A.U.S.S.I.E First Grade Writing Rubric for June 2010. 60% of our first grade special education population reached proficiency levels of 3 or a 4, which is a 24% increase from our 2009 endline writing data.

- 76% of our second grade students reached proficiency levels of a 3 or a 4 based on the A.U.S.S.I.E Second Grade Writing Rubric for June 2010.

Math

- 61% of P.S. 209's student population reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2010.
- 77% of kindergarten students reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2010.
- 62% of first grade students reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2010.
- 45% of second grade students reached a proficiency level of 3 on the math endline (leveling system 1-3) from June 2010.

Science

- 95% of P.S. 209's student population reached a proficiency level of 3 or 4 on the Science endline (leveling system 1-4).
- 95% of kindergarten students reached a proficiency level of 3 or 4 on the Science endline (leveling system 1-4).
- 96% of first grade students reached a proficiency level of 3 or 4 on the Science endline (leveling system 1-4).
- 94% of second grade students reached a proficiency level of 3 or 4 on the Science endline (leveling system 1-4).

Social Studies

- 94% of P.S. 209's student population reached a proficiency level of 3 or 4 on the Social Studies endline (leveling system 1-4).
- 92% of kindergarten students reached a proficiency level of 3 or 4 on the Social Studies endline (leveling system 1-4).
- 96% of first grade students reached a proficiency level of 3 or 4 on the Social Studies endline (leveling system 1-4).
- 93% of second grade students reached a proficiency level of 3 or 4 on the Social Studies endline (leveling system 1-4).

Accomplishments

- Our dedication to high-quality and consistent professional development has led to strong partnerships between PS 209 and AUSSIE, LINC, Tequipment, Cool Culture, and neighboring schools. On the 2009-2010 Learning Environment survey, 100% of the teachers strongly agreed that the professional development received during the school year provided them with teaching strategies to better meet the needs of their students. According to our latest Quality Review report, "Differentiated quality professional development is informed by high quality pedagogical dialogue and a thorough understanding of school and teacher needs."
- After reviewing our data from June 2009, we decided to revise our curricula on a cyclical basis. These significant changes to our core curriculum target the changing needs of our students and the teachers of P.S. 209. Revisions to our standards based curricula are a result of collaboration in the form of a cyclical three-tiered collaborative team structure (committee, grade level, and school wide), which can often be interchangeable. These revisions introduced more effective assessment practices including item analysis and tracking systems so we could consistently evaluate student

progress and trouble-shoot for instructional gaps. After piloting revised curricula, this year the staff refined philosophy statements in these core areas.

- As a result of our thorough data analysis, we developed a new approach to Extended Day that provides at-risk students with 1:1 intervention services for a six-week cycle. This individualized instruction is tailored to meet the need of each and every child and enables them to reach grade level benchmarks alongside their peers while simultaneously building confidence and teacher/student relations.
- From our Needs Assessment Survey, a word study continuum was developed in conjunction with our A.U.S.S.I.E. consultant. This continuum is used to plan learning objectives based on student's developmental needs.
- Collaborative committees have been created in order to build capacity amongst all staff members. The committees include Parent Involvement Committee, Arts Committee, Comprehensive Educational Plan Committee, Writing Committee, Mathematics Committee, Special Education Committee, and Data Committee.
- Reflecting on the needs of our students has led to the creation, revision and continuation of an arts committee dedicated to providing meaningful external school experiences in the form of Culture Days. Teacher feedback has been provided in the form of surveys to ensure all Culture Days complement current units of study.
- A Parent Committee was developed to organize, plan, and facilitate parent workshops based on our tri-annual parent needs assessment survey. The committee plans workshops to assist parents with homework, sight word instruction, math games, behavior management techniques and much more.
- The implementation of daily recess activities has led to an emphasis on problem-solving and healthy habits, as well reportedly increased concentration during instructional times.
- During the 2009-2010 school year, 95% of parents participated in our Annual Learning Environment Survey. As a result, school-wide decisions are reflective of the needs of the entire school community. 99% of our parents are satisfied or very satisfied with the education that their child has received.
- Teachers are empowered to seek individualized professional development opportunities within our own learning community and through external workshops. This celebration of collegial success combined with accessibility of resources has unified and strengthened our staff.
- The success of our Guided Reading push-in initiative led to the development of a math push-in position in each classroom to increase student achievement in mathematics. We aligned our math curriculum with the NYS standards and developed standards based periodic assessments to maximize instructional time and to ensure daily differentiation. Collaboration amongst the classroom teacher and push-in support has increased the effectiveness of small group instruction, daily lesson planning, and teacher confidences in meeting the varying needs of each individual child.
- Since the 2009 – 2010 school year, one specialist teacher has been assigned to each class as push-in support for math and guided reading. This teacher also provides science and social studies instruction to support student learning through an integrated curriculum.
- The development of a Science & Social Studies study group around Backwards Design has allowed us to develop and implement new units of study. Formative Social Studies and Science assessments pieces have also been developed and piloted to better track student progress.

- Long term and annual school goals and action plans were developed and revised in consultation with the entire school community as well as school consultants.
- Our English Language Learner (ELL) population is increasing every year. To best meet the needs of these children we implemented an after school program focusing on language enrichment. Additionally, classroom teachers are differentiating their lessons for small group instruction in order to work with these children at their varying readiness levels.

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

Barriers

- At the present time, New York State assessment tools aligned to the standards are limited for tracking student progress in Early Childhood schools. Therefore, we are unable to compare our current school assessments that we have found beneficial against other Early Childhood New York City public schools. Much of our time is devoted to collecting, inputting, and analyzing student data in order for us to create our own standards aligned tracking systems in all core subjects.
- Due to a high percentage of non English speaking families, there is a need for more assistance with the development of homework assistance programs

Aids

- Staff retention has continued to increase providing our students with continuity and has directly resulted in the extension and differentiation of our professional development among seasoned teachers and novice teachers alike. In continued collaboration with an outside consultant cyclical and differentiated professional development is provided.
- The involvement of our parents, as evidenced by their attendance at monthly workshops, parent/teacher conferences, class celebrations, attendance assemblies, and 95% participation on the Learning Environment Survey, supports student learning and enables us to collaboratively accomplish school goals.
- Purchasing five SMART Boards™, ten iTouch™ devices, numerous student laptops and three Document Cameras shows our commitment to providing our students with global technology experiences. SMART™ training has been provided and a study group was designed to increase student achievement and engagement as well as build teacher confidence with using the new technology purchased.

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.

<u>Long Term Three Year Goal</u> <u>2008-2011</u>	<u>Annual Goal</u> <u>2010-2011</u>
<p><u>English Language Arts 2008-2011</u></p> <p>By June 2011, the number of students achieving levels 3 or 4 in English Language Arts will increase by 1% each year and will narrow the achievement gap between Special Education, English Language Learners, and General Education students based on students who have attended Kindergarten through Second Grade at P.S. 209 since September 2008. This will be measured by the comparison of our June 2008 and June 2011 school wide running record (Instructional Reading Level Tracking Sheet) data and our June 2008 and June 2011 Standards Based Writing Rubric Endline data.</p>	<p><u>English Language Arts 2010 - 2011</u></p> <p>By June 2011, there will be a 1% increase, from 81% in 2010 to 82% in 2011, of students achieving levels 3 or 4 in English Language Arts based on the students who have been enrolled in P.S. 209 since Kindergarten. This increase will be measured by our June 2011 school-wide Running Record (Instructional Reading Level Tracking Sheet) data and our Standards-Based Writing Rubric Endline data.</p>
<p><u>Math 2008-2011</u></p> <p>By June 2011, P.S. 209 will increase the number of our students achieving level 3 (65 – 100%) in Math by 1% each year based on students who have attended Kindergarten through Second Grade at P.S. 209 since September 2008. This will be measured by the comparison of our June 2009 and June 2011 Math Endline Assessment.</p>	<p><u>Math 2010-2011</u></p> <p>By June 2011, there will be a 1% increase, from 56% in 2010 to 57% in 2011, of students achieving level 3 in Mathematics based on the students who have been enrolled in P.S. 209 since Kindergarten. This increase will be measured by our June 2011 Math Endline Assessment.</p>
<p><u>Science 2009-2012</u></p> <p>By June 2012, Science data will be collected for the first time using our Unit Specific Assessments (performance tasks, observations, work samples). We anticipate that 45 - 55% of our entire school population who have attended P.S. 209 since September 2009 will reach a proficiency level as measured by our June 2012 Summative Assessment.</p>	<p><u>Science 2010-2011</u></p> <p>By June 2011, a Science curriculum along with coinciding unit assessments will be implemented and revised in all kindergarten through second grade classrooms.</p>
<p><u>Social Studies 2009-2012</u></p> <p>By June 2012, Social Studies data will be collected for the first time using our Unit Specific Assessments (performance tasks, observations, work samples). We anticipate that 45 - 55% of our entire school population who have attended P.S. 209 since September 2009 will reach a proficiency level as measured by our June 2012 Summative Assessment.</p>	<p><u>Social Studies 2010-2011</u></p> <p>By June 2011, a Social Studies curriculum along with coinciding unit assessments will be implemented and revised in all kindergarten through second grade classrooms.</p>
<p><u>Arts Education 2008-2011</u></p> <p>By June 2011, all children at P.S. 209 who have participated in culture days will increase the quality of their writing as measured by the Standards Based Writing Rubric Endline data.</p>	<p><u>Arts Education 2010-2011</u></p> <p>By June 2011, P.S. 209’s Project Arts Committee will design and implement an Arts Plan, that will increase family involvement in education through the Cool Culture’s Literacy Without Walls</p>

	<p>program as well as connect the curricula to cultural activities. This will be measured by the 2010 – 2011 Project Arts Calendar.</p>
<p><u>Parent Involvement 2008-2011</u></p> <p>By June 2011, P.S. 209 will increase the number of parents attending school related events by at least 1% each year as measured by Parent Workshop sign in sheets.</p>	<p><u>Parent Involvement 2010-2011</u></p> <p>By June 2011, there will be a 1% increase, from 5 – 10% in 2010 to 6 – 11% in 2011 of our entire parent population will attend all School Events/Parent Workshops as measured by Parent Workshop sign in sheets, agendas and the 2010 – 2011 Parent Involvement Plan.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification

PS 209 English Language Arts Action Plan 2010-2011

By June 2011, there will be a 1% increase, from 81% in 2010 to 82% in 2011, of students achieving levels 3 or 4 in English Language Arts based on the students who have been enrolled in P.S. 209 since Kindergarten. This increase will be measured by our June 2011 school-wide Running Record (Instructional Reading Level Tracking Sheet) data and our Standards-Based Writing Rubric Endline data.

Targeted Actions	Time-line	Professional Development	Staff Required	Responsibilities	Indicators
<p>Target Population: Whole School Population</p> <p>All classroom and push in guided reading/writing teachers will receive differentiated professional development focused on implementing the components of balanced literacy while focusing on Cambourne's Conditions of Learning in order to sustain or increase P.S. 209's school wide ELA achievement.</p>	September 2010 – June 2011	<ul style="list-style-type: none"> • Weekly Professional Development, common planning and learning lab sites focused on Cambourne's Conditions of Learning through the components of balanced literacy. • Grade Level Meetings to support the assessment, planning and instruction of writing units throughout the year. • Differentiated Study Groups • 10-12 week cycles of 1:1 differentiated professional development with classroom and specialist teachers. 	Administration, Classroom Teachers, Specialist Teachers, Coach, Literacy Consultant	<ul style="list-style-type: none"> • Administration to provide Professional Development periods within the Master Schedule for teachers and coach/consultant • Review of student data by administration, coach and teacher(s) to plan differentiated Professional Development • Coach, Consultant, Assistant Principal to provide 1:1 differentiated professional development 	<ul style="list-style-type: none"> • Weekly Professional Development, Common Planning and Lab Sites will be conducted as evidenced by AUSSIE logs, coach's schedule, agendas, sign-in sheets and minutes. (September 2010 – June 2011) • Components of Balance literacy and Cambourne's Conditions of Learning will be evident in all classrooms as measured by teacher lesson plans, informal and formal observations. (September 2010 – June 2011) • Student data is reviewed during assessment meetings and common planning sessions as evidenced by cycles of professional development/study groups, and feedback letters. (September 2010 – June 2011) • Teachers, Coach and Consultant will analyze pre and post assessment pieces of writing to determine student's needs and to plan instruction as evidenced by common planning agendas/sign in sheets. (September 2010 – June 2011) • Teachers will receive cycles of 1:1 professional development from our AUSSIE Consultant, Coach, and Assistant Principal based on teacher feedback, student data, and

					informal/formal observations as measured by teacher lesson plans, informal/formal student assessments and student work samples. (September 2010 – June 2011)
<p>Target Population: Special Needs Students</p> <p>Close the achievement gap between P.S. 209's special education student population and general education population.</p> <p>By June 2011, P.S. 209 will continue to explore reasons for the achievement gap between our Special Education and general education populations in reading through an Inquiry Study focused on effective use of time allotted for independent practice of strategies taught in whole group.</p>	Began Sept. 2007 and is ongoing to June 2011.	<p>Weekly Inquiry Team meetings will be held to:</p> <ul style="list-style-type: none"> Review current and future data Measure student progress in a variety of ways to best show data trends. Analyze student work to identify student needs combined with student stages of development. Meetings to revisit goals and evaluate the effectiveness of the process. Discuss and evaluate resources that can be used to develop and expand upon our knowledge base of best practices. Collaboratively plan differentiated instruction. 	Administration, Inquiry Study Members, Data Team	<ul style="list-style-type: none"> From October to June, Most Restricted Environment student data will be collected, tracked and analyzed by the Inquiry team members. The information will be used to drive differentiated instruction. Team members will facilitate meetings and share best practices. 	<ul style="list-style-type: none"> The Inquiry Team will meet weekly to monitor the achievement of our target population as evidenced by Inquiry Team agendas, minutes, and student assessments. (September 2010 – June 2011) From September 2010 - June 2011, running records, teacher conference notes and self-monitoring charts will be collected and reviewed periodically (6-8 weeks) to measure student progress as evidenced by Inquiry Team minutes and inquiry charts. Starting in November 2010, targeted actions will be implemented for individual and groups of students as a result of the review of periodic assessment results as evidenced by Inquiry Team Minutes and charts. By November 2010, the classroom teacher's lesson plans for the target population will show evidence of differentiated instruction based on academic and social emotional strengths and needs, as measured by periodic review and discussion of lesson plans by the Inquiry Team. By December 2010, based on the data collected and analyzed a measurable goal will be set to determine an increase in learning behaviors and reading levels. The Inquiry Team will review and decide upon best practices to implement in the classroom as evidenced by teacher lesson plans, student work samples and inquiry team minutes (September 2010 – June 2011).

<p>Target Population: ELL Students</p> <p>Close the achievement gap between P.S. 209's ELL student population and general education population.</p> <p>Implement an ESL After School Program focused on differentiating instruction for all ELL students based on individual students' learning needs.</p> <p>Continue an Inquiry Study focused on P.S. 209's Second Grade ELL population's organizational skills in the area of writing.</p>	<p>September 2010 - June 2011</p> <p>November 2010 - April 2011</p> <p>September 2010 - June 2011</p>	<ul style="list-style-type: none"> ESL teacher provides PD for the classroom teachers periodically throughout the ESL After School program. ESL Teacher will attend external professional development sessions. ESL teacher will provide professional development for all selected teaching staff. <p>Weekly Inquiry Team meetings will be held to:</p> <ul style="list-style-type: none"> Review current and future data Measure student progress in a variety of ways to best show data trends. Analyze student work to identify student needs combined with student stages of development. Meetings to revisit goals and evaluate the effectiveness of the process. Discuss and evaluate resources that can be used to develop and expand upon our knowledge base of best practices. Collaboratively plan differentiated instruction. 	<p>ESL Teacher, Administration, After School Program Teachers, Parent Coordinator, Inquiry Team Members, Data Team</p>	<ul style="list-style-type: none"> AP will create a posting for the ESL After School Program and select staff members in consultation with the principal based on applications. Teacher lesson plans will be periodically reviewed by the AP and feedback will be provided. ESL teacher will provide professional development for all selected teaching staff. Data for all ELL students will be collected and analyzed during the six assessment meetings and weekly inquiry team meetings and instruction will be planned based on student needs. Second grade classroom teachers will continue to implement literacy center writing prompts (3-5 times from November to June) Team members will facilitate meetings and share best practices. 	<ul style="list-style-type: none"> The ESL After School Program is in service by November 2010 as evidenced by attendance rosters and teachers' lesson plans. All teachers selected for the ESL After School Program will implement best practices learned during PD sessions as evidenced by teacher lesson plans, student work samples, pd agendas and sign-in sheets (November 2010–April 2011). Progress monitoring is shared with the entire staff during faculty conferences (December 2010– June 2011). The Inquiry Team will meet weekly to monitor the achievement of our target population as evidenced by Inquiry Team agendas, minutes, and student assessments (September 2010 – June 2011). The Inquiry Team will review and decide upon best practices to implement in the classroom and within the ESL pull out program as evidenced by teacher lesson plans, student work samples and inquiry team minutes (September 2010 – June 2011). The Inquiry Team will develop and analyze pre and post writing assessment to inform instruction and measure student progress. (September 2010 – June 2011)
<p>Budget: Tax Levy Fair Student Funding , Title I SWP, TL Inquiry Team Funding, TL Data Specialist Funding</p>					

Math 2010 - 2011

By June 2011, there will be a 1% increase, from 56% in 2010 to 57% in 2011, of students achieving level 3 in Mathematics based on the students who have been enrolled in P.S. 209 since Kindergarten. This increase will be measured by our June 2011 Math Endline Assessment.

Targeted Action	Time	Professional Development	Staff Required	Responsibilities	Indicators
<p>Target Population: Kindergarten through Second Grade Students</p> <p>All students will be assessed against New York State standards for competency and growth.</p> <p>Scheduled Guided Math push-in support in all classrooms to ensure differentiation of instruction for all students.</p> <p>Analysis of formal and informal assessments will be used to determine grouping for guided math instruction as well as classroom instruction.</p> <p>K-2 units of study for time, money, and measurement will be developed.</p> <p>P.S. 209 Math beliefs will be developed and revised to ensure consistency across grade levels.</p>	<p>Sept. 10 – June 11</p>	<ul style="list-style-type: none"> Math push-in support teachers will meet with our Math Coach, Assistant Principal and classroom teachers to plan differentiated lessons based on data. Professional Development will be provided on using formative assessments and planning differentiated instruction. Professional Development will be provided around unit benchmarks, believed misconceptions, and looking at how children learn mathematics. Math Coach will provide professional development sessions around time, money, and measurement. Learning walks based on the math belief statements and feedback sessions will be conducted by the K-2 Math Committee. 	<p>Classroom teachers, guided math teachers, Math Coach, Administration</p>	<ul style="list-style-type: none"> Guided Math and classroom teachers will plan differentiated lessons for small group instruction. Classroom Teachers, Math Coach and Administration will administer, analyze and revise student assessments. Classroom and Guided Math Teachers will plan and implement lessons based on professional development provided during common planning. Math coach will provide the math committee with a variety of resources to develop units of study for time, money and measurement. All K-2 classroom teachers, K-2 specialist teachers, Principal, Assistant Principal and math coach will work together to develop math belief statements. 	<ul style="list-style-type: none"> All students will receive small group differentiated instruction during the guided math block as evidenced by classroom teacher and guided math teacher conference notes and lesson plans. (September 2010 – June 2011) Revised formative periodic assessments measuring growth in knowledge, skills and mathematical thinking are standards aligned, cumulative, and are implemented as measured by the baseline, midline, and endline assessments. (September 2010 – June 2011) All K – 2 classrooms will informally assess students through the use of journaling. (September 2010 – June 2011) By June 2011, the K-2 math committee will be design units of study for time, money, and measurement. P.S. 209’s Math Beliefs will be evident in all classrooms as measured by informal and formal observations. (September 2010 – June 2011)
<p>Budget: Tax Levy Fair Student Funding , Title I SWP, TL Data Specialist Funding</p>					

Science 2010 - 2011

By June 2011, a Science curriculum along with coinciding unit assessments will be implemented and revised in all kindergarten through second grade classrooms.

Targeted Actions	Time	Professional Development	Staff Required	Responsibilities	Indicators
<p>Target Population: Kindergarten through Second Grade Students</p> <p>Students will have the opportunity to engage in Science instruction at least 4 - 5 periods a week.</p> <p>Formative standards based unit assessments are being designed and piloted to track student progress and inform instruction.</p> <p>FOSS, a research-based science curriculum will be used as a supplemental program to improve the learning and teaching of science.</p>	<p>Starting from Sept 2010 and ongoing</p> <p>Starting from October 2010 and ongoing</p>	<ul style="list-style-type: none"> • Science specialists participate in a study group focusing on the method of unit planning through Backward Design. • Science Specialists will receive PD on unit planning through Backward Design while aligning our Science Curriculum Calendar with the New York City Science Scope and Sequence. • Science Specialists will utilize external PD opportunities through The Full Option Science System. 	<p>Science Specialists, A.U.S.S.I.E. Consultant, Literacy Coach, and Administration</p>	<ul style="list-style-type: none"> • All members of the group are responsible for facilitating Study Group discussions. • Science Specialists, Coach, Consultant and Administration will design and revise unit plans and assessments through the backward design method. • Science Specialists will attend FOSS professional development and use the kit as a supplemental program in all kindergarten through second grade classrooms. 	<ul style="list-style-type: none"> • Science study group meets weekly to discuss the professional text <u>Understanding By Design</u> and its relation to daily instruction as evidenced by study group sign in sheets and agendas. (September 2010 – June 2011) • A drafted Science curriculum will be piloted in all K – 2 classroom as evidenced through lesson and unit plans. (September 2010 – June 2011) • Student’s level of understanding will be measured through unit assessments (performance tasks, conference notes, student work samples and journal entries). (October 2010 – June 2011) • Student engagement through scientific experiments will increase as measured by teacher lesson plans and student work samples. (September 2010 – June 2011)
<p>Budget: Tax Levy Fair Student Funding , Title I SWP, Title I Arra SWP, Title Iia Supplemental, School Support Supplemental</p>					

Social Studies 2010 - 2011

By June 2011, a Social Studies curriculum along with coinciding unit assessments will be implemented and revised in all kindergarten through second grade classrooms.

Targeted Actions	Time	Professional Development	Staff Required	Responsibilities	Indicators
<p>Target Population: Kindergarten through Second Grade Students</p> <p>Students will have the opportunity to engage in Social Studies instruction at least 4-5 times a week.</p> <p>Formative standards based unit assessments are being designed and piloted to track student progress and inform instruction.</p>	<p>Starting from Sept 2010 and ongoing</p> <p>Starting from October 2010 and ongoing</p>	<ul style="list-style-type: none"> • Social Studies specialists participate in a study group focusing on the method of unit planning through Backward Design. • Social Studies Specialists will receive PD on unit planning through Backward Design while aligning our Social Studies Curriculum Calendar with the New York City Social Studies Scope and Sequence. • Social Studies Specialists will utilize external PD opportunities 	<p>Social Studies Specialists, A.U.S.S.I.E. Consultant, Literacy Coach, and Administration</p>	<ul style="list-style-type: none"> • All members of the group facilitate Study Group discussions. • Social Studies Specialists, Coach, Consultant and Administration will design unit plans and assessments through the backward design method. 	<ul style="list-style-type: none"> • Social Studies study group meets weekly to discuss the professional text <u>Understanding By Design</u> and its relation to daily instruction as evidenced by study group sign in sheets and agendas. (September 2010 – June 2011) • A drafted Social Studies curriculum will be piloted in all K – 2 classroom as evidenced through lesson and unit plans. (September 2010 – June 2011) • Student’s level of understanding will be measure through unit assessments (performance tasks, conference notes, student work samples and journal entries). (October 2010– June 2011)

Budget: Tax Levy Fair Student Funding , Title I SWP, Title I Arra SWP, Title Iia Supplemental, School Support Supplemental

Arts Education 2010 - 2011

By June 2011, P.S. 209's Project Arts Committee will design and implement an Arts Plan, that will increase family involvement in education through the Cool Culture's Literacy Without Walls program as well as connect the curricula to cultural activities. This will be measured by the 2010 – 2011 Project Arts Calendar.

Targeted Action	Time	Professional Development	Staff Required	Responsibilities	Indicators
<p>Target Population: Whole School Population</p> <p>All classes receive weekly art instruction.</p> <p>Select students will receive Arts enrichment through club time in Visual Arts.</p> <p>By the end of the year our attendance rate will either exceed or meet the required NYC attendance rate of 92% as a result of our children being motivated to come to school due to our increased arts opportunities.</p> <p>Students will attend curriculum related cultural experiences.</p> <p>All prekindergarten and kindergarten students and their families will receive Cool Culture's Literacy Without Walls Cultural Passes.</p>	<p>Sept. 2010- June 2011</p> <p>Sept. 2010- June 2011</p> <p>Oct. 2010- June 2011</p> <p>Nov. 2010 – Nov. 2011</p>	<ul style="list-style-type: none"> Visual Arts Teacher will seek individualized professional development from outside resources (including the institutions visited for cultural days). Project Arts Committee and Parent Coordinator will receive/turnkey professional development from the Cool Culture's Literacy Without Walls Program. 	<p>Visual Arts Teacher, Project Arts Committee, Parent Coordinator, Administration</p>	<ul style="list-style-type: none"> Visual Art specialists will attend external PD sessions. Our Visual Arts teacher will provide weekly club time for select students. Teachers will record daily attendance and administration will collect data regarding weekly and monthly school attendance. The Project Arts Committee will develop and plan a calendar of cultural events. The Parent Coordinator and the Project Arts Committee will attend professional development sessions provided by Cool Culture's Literacy Without Walls Program and turnkey information to participating families. 	<ul style="list-style-type: none"> Student work and teacher lessons will reflect best practices learned from professional development sessions and cultural visits as evidenced by teacher lesson plans and informal/formal observations conducted by administration. (Sept. 2010 – June 2011) Our Visual Arts club will meet weekly as evidenced by teacher lesson plans, student work samples and the master prep schedule. (Sept. 2010 – June 2011) Attendance reports from June 2010 will be compared to the attendance data collected in June 2011 as evidenced by Network Attendance Reports. (June 2010– June 2011) Students will attend curriculum related cultural experiences as evidenced by teacher lesson plans and the Project Arts Committee Calendar of Events. (October 2010 – June 2011) Students and their families will attend various citywide cultural institutions through the Cool Culture's Literacy Without Walls Cultural Passes. (November 2010 – November 2011)
<p>Budget: Tax Levy Fair Student Funding , Title I SWP, TL DRA Stabilization</p>					

Parent Involvement 2010-2011

By June 2011, we anticipate that an average of 6 - 11% of our entire parent population will attend all School Events/Parent Workshops as measured by Parent Workshop sign in sheets, agendas and the 2010 – 2011 Parent Involvement Plan.

Targeted Actions	Time	Professional Development	Staff Required	Responsibilities	Indicators
Parent workshops will be based on P.S. 209's tri-annual Parent Needs Assessment Survey to increase parent knowledge in all academic areas.	Began Sept. of 2010 and is ongoing through June 2011.	<ul style="list-style-type: none"> School-wide decisions will be made based on the needs of the parent population after reviewing the Parent Learning Environment Survey and the semiannual Parent Needs. Assessment Survey. 	Parent Committee members, Parent Coordinator, administration, PTA members, and parents, and LINC.	<ul style="list-style-type: none"> Staff analyzes survey data and plans parent workshops accordingly. 	<ul style="list-style-type: none"> P.S. 209's tri-annual parent needs assessment survey will be analyzed in order to inform the decisions of the parent committee as evidence by parent survey analyses data. <i>(September 2010-June 2011)</i>
Parent committee will develop a calendar of events to outline parent workshops from September 2010 – June 2011.	Sept. 2010 – June 2011	<ul style="list-style-type: none"> Monthly collaboration among Parent Committee members to develop P.S. 209's Parent Involvement Plan (Calendar). 		<ul style="list-style-type: none"> Parent Committee plans and facilitates parent workshops/trips for the year. 	<ul style="list-style-type: none"> Development of the P.S. 209 Parent Involvement Plan as evidenced by the calendar of events. <i>(September 2010-June 2011)</i>
Parents will be provided with subject specific information and tools to support and reinforce best practices at home.	Sept. 2010 – June 2011	<ul style="list-style-type: none"> Parent Committee will provide parents with subject specific information and educational tools needed. 		<ul style="list-style-type: none"> Teachers share best practices with parents during workshops. 	<ul style="list-style-type: none"> The number of students achieving levels 3 and 4 in Literacy and Math will sustain or increase due to parent participation in educational workshops as evidenced by periodic assessment data. <i>(October 2010 – June 2011)</i>
Systems will be put in place to sustain or increase parent attendance at workshops.	Sept. 2010 – June 2011	<ul style="list-style-type: none"> Successful systems regarding parent attendance will be discussed during parent committee meetings. 		<ul style="list-style-type: none"> Parent Coordinator in conjunction with the PTA members will make phone calls to inform parents of important events. 	
P.S. 209 will develop a partnership with Cool Culture's Literacy Without Walls Program.	Nov 2010 – Nov 2011	<ul style="list-style-type: none"> Parent Coordinator and the Project Arts Committee will receive professional development from the Cool Culture's Literacy Without Walls Program. 		<ul style="list-style-type: none"> The Parent Coordinator will attend professional development sessions provided by Cool Culture's Literacy Without Walls Program and turnkey information to participating families. 	<ul style="list-style-type: none"> Parent attendance at all school functions will be tracked as evidenced by parent sign-in sheets. <i>(September 2010 - June 2011)</i>
Budget: Title I SWP, Title I ARRA SWP					

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	24	18	N/A	N/A	6	2	2	3
1	26	24	N/A	N/A	7	1	2	4
2	24	20	N/A	N/A	7	2	2	2
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p> <p>Program: Foundations, Reding Recovery, Just Right Reading</p> <p>Strategy: Guided Reading, Guided Writing</p>	<p><u>Foundations</u> (a phonological/phonemic awareness, phonics and spelling program which reduces reading and spelling failure; small group/whole class, before school/during the day, 3-5 times per week, 30 minutes per day).</p> <p><u>Reading Recovery</u> (one-to-one tutoring program in reading and writing for first grade students who are at the bottom third of their class, during the school day, five days per week, 30 minutes per day, 12 to 20 weeks).</p> <p><u>Just Right Reading</u> (a variety of realistic fiction, fantasy and informational text which provides high-interest content at an independent reading level; small group, before school, 3-5 times per week, 30 minutes per day).</p> <p><u>Guided Reading</u> – This instructional strategy involves a teacher and a group of around three to six children. An objective/focus is set. The teacher introduces the book through a picture walk, introduces vocabulary, and then sets the students up with a specific objective/focus. This lesson is then taught through a fifteen to twenty minute session. The decided upon objectives are set based on the students running records/informal reading assessments (conferring).</p> <p><u>Guided Writing</u> – This specific strategy allows a group to be pulled based on like needs during writing. The students will meet with their guided writing teacher. This group will have a specific focus/objective to work on for the day. These objectives will be determined based on student work samples/student data. The group will then apply what was taught during the teacher’s mini lesson to the work that they are doing.</p>
<p>Mathematics:</p>	<p><u>Breakaway Math</u> (supplemental program which provides scaffolded instruction and guided practice in math concepts and fundamental skills; small group, before school, 3-5 times per week, 30 minutes per day).</p> <p><u>Number Pals</u> (program which develops math skills while enhancing vocabulary and comprehension; small group, before school/during the school day, 3-5 times per week, 30</p>

	<p>minutes per day).</p> <p><u>Guided Math:</u> This specific strategy allows a group to be pulled based on like needs during Math. The students will meet with their guided math teacher. This group will have a specific focus/objective to work on for the day. These objectives will be determined based on student work samples/student data. The group will then apply what was taught during the teacher's mini lesson to the work that they are doing.</p>
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	<p><u>At Risk Counseling</u> (small group/one-to-one, during the school day, 2 times per week, 30 minutes per day).</p> <p><u>Classroom Lessons</u> (whole class, during the school day, 2 times per month, 50 minutes per session).</p>
At-risk Services Provided by the School Psychologist:	<u>At-Risk Counseling</u> (small group/one-to-one, during the school day, 1 time per week, 30 minutes per day).
At-risk Services Provided by the Social Worker:	<u>At-Risk Counseling</u> (small group/one-to-one, during the school day, 2 times per week, 30 minutes per day).
At-risk Health-related Services:	<p><u>At-Risk Health-Related Services</u> The Special Education Coordinator in conjunction with the Guidance Counselor provides one to one, small group, and whole class lessons during the school day to identify student's strengths and weaknesses.</p> <p>Nurse: 504 Plans</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

Public School 209

Language Allocation Policy 2010-2011

School ELL Profile

Language Allocation Policy Team Composition

This LAP was completed by the following team: Anne Keegan, Principal; Patricia Coulter, Assistant Principal; Christine Calvi, Literacy/Math Coach; Rebekha Askew, Guidance Counselor, Elsa Valentin, Parent Coordinator, Kerry Holcomb, ESL Coordinator, Christina Laurato, Kindergarten Classroom Teacher; and Heather Maguire, Science/Social Studies Specialist Teacher.

Teacher Qualifications

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

School Demographics

There are currently 255 students at P.S. 209, 58 of who are ELLs. The total percentage of ELLs in our student population is currently 22.75%.

ELL Identification Process

1. The initial identification of possible ELLs starts at registration. The Home Language Identification Survey (HLIS) is administered by the ESL Coordinator to parents and an initial interview is conducted either in English or the parent's native language. School aides are on hand to translate in Spanish for any parent who does not speak English. Staff members, including the school secretary and school aides, have been trained and are qualified to administer the Home Language Identification Survey (HLIS) and are available to answer parent questions and assist with the completion of this survey. The whole process is overseen by the ESL Coordinator, who holds an initial certification in teaching English as a Second Language. The ESL Coordinator is also responsible for conducting the initial screening and evaluating the HLIS to check for possible ELL status. The ESL Coordinator has been trained (Network ELL meetings, and BETAC workshops) in the correct procedures for conducting the initial screening and administering both the HLIS and LAB-R. Students who are identified as being eligible for LAB-R testing are then administered the LAB-R, by the ESL Coordinator, within 10 days of enrollment. During the spring, the ESL Coordinator is also responsible for ordering the NYSESLAT materials, determining which students are eligible to take the NYSESLAT, and administering each part of the exam to all eligible ELLs. ELL students are identified and grouped according to their NYSESLAT scores and are grouped homogeneously by proficiency level.

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

their decision. Both the Parent Coordinator and ESL Coordinator are available in person or by phone to answer any questions that parents may have. Reminder notices are sent home and phone calls are made to parents of ELLs whose parent options forms are not filled out or returned.

3. The ESL Coordinator is also responsible for making sure all entitlement letters and parent option forms are distributed. Entitlement letters are sent home with students at the beginning of the school year. Parent options forms are filled out by parents at the ELL Parent Orientation in September. If a parent does not attend the orientation, every effort is made to get in touch with the parent (in person, by phone, or by email) to ensure that all parents receive information about the ELL program options.

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for program choices at P.S 209 has overwhelming been the Freestanding ESL program. Currently, During the 2009-2010 school year 100% of parents chose the Freestanding ESL program as their first choice.

6. Our school's Freestanding ESL program is currently aligned with parent requests. If this changes in the future, we will reassess our program offerings.

ELL Demographics

ELL Programs

At this time P.S. 209 has no TBE or Dual Language classes. All students are served in a Freestanding Pull-Out ESL program. There are two kindergarten pull-out groups, two first grade pull-out groups, and two second-grade pull-out groups, for a total of six pull-out ESL groups that are seen by the ESL teacher.

ELL Years of Service and Programs

Of the 58 ELLs at P.S. 209, 55 have received services for 0-3 years. Three students have received 4-6 years of service. Of the 55 students who have received 0-3 years of service, five are in a collaborative team teaching class and four are in self-contained special education class. Of the three students who have received 4-6 years of service, two are in a self contained special education class. A total of 11 ELLs are in special education classes. None of our students are SIFE or Long-Term ELLs.

Home Language Breakdown and ELL Programs

There are a total of 22 ELLs in Kindergarten, 21 of who are in the Spanish language group and 1 in the "other language" group. There are 20 ELLs in first grade, all of whom are in the Spanish language group. There are 16 ELLs in second grade, 15 of whom are in the Spanish language group, and 1 in the "other language" group.

Programming and Scheduling Information

1. Currently PS 209 is offering pull-out Freestanding ESL services to all of its ELLs. Pull-out groups are grade level specific; there are two groups for kindergarteners, two groups for first graders, and two groups for second graders. These groupings are homogenous and based upon student proficiency level. Each grade level has one Beginner/Intermediate group, and one Advanced group.

The English language is reinforced through the implementation of Balanced Literacy which includes intensive Read Alouds, Shared Reading, Guided Reading, Reading Workshop, Word Study, and Independent Reading. In addition, the ESL teacher serves our English Language Learners. She is able to

pull-out and push-in to classrooms to provide the mandated ESL services. The ESL teacher uses programs from both Ballard & Tighe and Hampton-Brown. These programs include picture cards, song charts, CDs, tapes and 3-D manipulative. These programs, along with ESL methodologies and techniques are used to create an integrated approach to the learning of the English Language. In small groups, the teacher emphasizes the same strategies that are being taught in the classroom. Students are given the opportunity to work on these strategies with the teacher. ESL strategies such as 'total physical response' and 'whole language' are used to help children gain fluency in the English Language. In conjunction with helping the advancement of the child's oral expression, the teacher often reads aloud to the students and gives them opportunities to respond to literature through writing and drawing. In order to reinforce the written language, the students are consistently challenged with phonics activities that include word generation, sorting words (into word families and rhyming words), practicing letter names and sounds, blends, and word families. ESL services also provide the students with an opportunity to reinforce the reading strategies that have been taught by the classroom teacher. The child is given the opportunity to work on both shared reading and guided reading in a small, student centered environment.

2. Advanced students are currently receiving 180 minutes of pull-out ESL per week, in four 45 minute sessions a week. They also receive at least 180 minutes per week of ELA instruction in their mainstream classrooms as part of the regular curriculum. Advanced students receive at least 5 periods (45 minutes) of ELA instruction per week (for a total of 225 minutes). This is done within guided reading and writing instruction within the classroom. Students receive at least 3 sessions (45 min) of guided reading per week and at least 2-3 sessions (45 min.) of writer's workshop/guided writing per week. Beginning and intermediate students are receiving a combination of ESL pull-out sessions and push-in services to meet the required 360 minutes per week of ESL instruction.

3. Content areas are taught in the mainstream classroom by specialist teachers, as well as through content-based units in the ESL classroom. There is no NLA instruction offered in the classrooms. During the 2009-2010 school year P.S 209 began moving towards a co-teaching model in the content areas of literacy, math, science and social studies within the mainstream classroom. This model allows for more small group and individualized instruction for students, including ELLs. Students receive at least 3 sessions (45 min.) of guided math per week within their classrooms. Students also receive at least 5 sessions (45 min.) of science and social studies from their push-in specialist, per week. The ESL Coordinator works with school staff to provide strategies for classroom teachers and specialist teachers to use when working with ELLs. This includes teaching vocabulary, scaffolding lessons, and using manipulative and realia to make content information and language more comprehensible for ELL students.

4. Instruction for ELL students is differentiated based on student proficiency and individual student needs. The focus of instruction for newcomers with 0-3 years of service is learning becoming familiar with and comfortable with using the English language within reading, writing and the content areas. There is a strong focus on vocabulary instruction and literacy instruction, through the use of the balanced literacy model. For students who are receiving more than 3 years of ESL service, the focus of instruction is learning and practicing the use of reading and writing strategies that can be implemented across all content areas. Instruction for special needs ELLs is strongly differentiated according to individualized student needs. Instruction focuses on vocabulary and reading/writing skills and is implemented in small groups. At present time our school has no SIFE students or long-term ELLs. The kindergarten and 1st newcomers will not be taking state- or city-wide tests for several years. 2nd grade newcomers will participate in ELA preparation activities that will prepare them for the ELA state tests in 3rd grade.

5. In addition to regular ESL instruction and literacy instruction in their mainstream classrooms, ELLs may qualify for our Reading Recovery and Extended Day programs. Students who qualify for extended day services receive supplemental one-to-one instruction with a focus on literacy. During extended day, programs such as Words Their Way and Foundations are used to support and build on the literacy instruction that takes place in the classroom.

6. Students reaching proficiency on the NYSESLAT will still be entitled to receive support services from the ESL teacher. These students will get extra support from ESL push-in within the regular classroom setting, as well as additional pull-out ESL sessions if needed. Currently we have 17 ELLs who reached proficiency on the NYSESLAT in the past 2 years.

7. N/A

8. N/A

9. All of our ELL students are eligible to participate in our ESL afterschool program. Once the program has been set up all ELL students will receive a letter explaining our ESL afterschool program (days, times, instructional activities etc.) The ESL and Parent Coordinators are available to answer any questions parents might have about the program. All program information, permission slips and sign up information is available in English and the family's native language. ELL students who also need extra instruction are also eligible for our extended day program. Students who need extra instruction in literacy and/or math work with a teacher 1:1 before school to improve their literacy and/or math skills. All information sent home is available in both English and the family's native language.

10. During the 2008-2009 and 2009-2010 school years, our school had the opportunity to purchase new instructional materials. The addition of smart boards, new Apple Macbook computers, and Apple Ipad Touches will provide new instruction opportunities for the entire P.S 209 student population within the content areas (science, social studies, math and literacy). This new technology will enhance instruction across content areas as well as language instruction.

11. Native Language Arts are supported within the ESL program and the mainstream classroom through the use of bilingual books, dictionaries and learning materials. ELL students are also paired with native English speakers who serve as language peers to assist ELLs with language learning. If the need arises for Transitional Bilingual Program or Dual Language, every effort will be made to ensure that students are receiving these services. In the event that a Transitional Bilingual program is needed, the program will be implemented through native language instruction throughout the content area as well as ESL instruction. Native language literacy skills will be a focus with a strong ESL component. If the need for a Dual Language program is needed, P.S 209 will work to form a program that focuses on transferring second language skills by developing a strong academic language base in the first language.

12. All required support P.S 209 staff members respond to the field grade, age, and ability level. Programs and services are geared toward the individual student needs and instruction is differentiated accordingly.

13. Each year the school P.S 209 opens the doors to newly enrolled kindergarten students and families during the week before the first day of school. The kindergartners and instruction is differentiated accordingly. An opportunity for parents and student to come to the school, meet with the child's teacher and become familiar with the school environment. During this time, teachers are able to express their expectations and answer any questions parents might have about the new school year. Translators are always on hand to assist parents who do not speak English.

14. N/A

Professional Development and Support for School Staff

1. The ESL Coordinator will participate in professional development opportunities provided by the Children First Network 104 and Bronx BETAC. The ESL Coordinator will attend monthly Network 104 ELL Coordinator meetings and participate in workshops offered by the Bronx BETAC.
2. As an early elementary school (K-2), our students leave our school after 2nd grade. We coordinate with the local K-5 elementary school to articulate student goals and provide student assessment portfolios for every child who leaves our school to continue their education at a different elementary school. This ensures that the next school the child moves onto will have a clear indication of the child's previous academic achievements.
3. The ESL Coordinator will provide professional development opportunities to classroom teachers to improve the quality of instruction for our English Language Learners in the mainstream classrooms. Information and knowledge gained through Network meetings and BETAC workshops will be presented to the entire school staff, including all teachers and administrators who work with ELLs, during faculty conferences which are held once a month. The dates for these professional development opportunities are as follows:
 - 2010 dates:** October 4, November 1st, December 6th
 - 2011 dates:** January 3rd, February 7th, March 7th, April 4th, May 2nd, and June 6th.

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

Parent Involvement

1. Parents are involved in the process of placing their children in an appropriate program. Parents attend an ELL workshop at the beginning of the year and are given information, in both English and Spanish, about the programs available at our school. Throughout the year, the ESL teacher is in contact with the parents about the progress of their child and parents are invited to meet with the ESL teacher during report card time to discuss the grades received in ESL. Throughout the year, the Parent Coordinator and Parent Committee run workshops on the current units of study our students are working on. The purpose of these workshops is to offer simple home activities for parents to use as they support their children's learning. These parent workshops are translated from English to Spanish for our non-English speaking parents. Regular ESL newsletters are also sent home to ensure that parents are kept up-to-date on the focus of ESL instruction during a given month.
2. Our school partners with The New York City Public Library to offer free parent workshops and tours. The parent coordinator accompanies parents to the library to help them become more familiar with the library and give them a chance to apply for a library card which they can use with their children. Our school also partners with P.S. 9 (the local K-5 elementary school) and encourages parents to take advantage of The Parent Welcome Center at P.S. 9, where parents are able to receive resources and assistance. Many of our parents take advantage of the free classes, such as ESL and GED, at the parent center. Our school also has a partnership with the Police Athletic League, which offers after-school academic and recreational opportunities for our students and parents. This year our parent coordinator's goal is to create additional partnerships with local agencies, such as the Mental Health Association of NYC, to provide workshops and information for the parents at P.S. 209.
3. The needs of parents are evaluated through the use of Parent Surveys, distributed at least twice a year. Parents are also able to express their needs through attendance and feedback at parent workshops held each month. Many of our workshops and parent activities are created as a result of parent

feedback and input at workshops. Classroom teachers also provide feedback about the needs parent's have expressed during conversations and conferences.

4. The parental involvement activities are based upon the wants and needs parents express within the Parent Survey, which is filled out during the fall and spring of the previous school year. A parent committee, comprised of the parent coordinator and teachers, has been created to evaluate and address parent needs, based on parent responses from the parent survey. The parent committee organizes workshops and activities to target areas of parental need (i.e homework workshops, sight word practice workshops etc.).

Assessment Analysis

Assessment Analysis

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

Kindergarten: 12 Beginner/Intermediate, 10 Advanced (1 student is an intermediate according to the 2010 NYSESLAT; all other student levels were determined by the LAB-R)

1st Grade: 5 Beginner, 12 Intermediate, 3 Advanced (2 students are beginners according to the LAB-R; all other student levels were determined by the 2010 NYSESLAT).

2nd Grade: 2 Beginner, 7 Intermediate, 7 Advanced (all other student levels were determined by the 2009 NYSESLAT).

Assessment Analysis (continued)

1. P.S. 209 is a PreK-2 school, and therefore our students do not take the ELA, Math, Science, or Social Studies exams. Furthermore, as an Empowerment School, P.S. 209 has elected not to use ECLAS-2 as our literacy assessment tool. Instead we use Rigby P.M. Benchmark as well as rubric-based writing, math, and other content area assessments. We have included our yearly school wide data from the 2009-2010 school year. Our rubric is as follows:
Level 1 = Below Grade Level Expectations; Level 2 = Approaching Grade Level Expectations; Level 3 = Meeting Grade Level Expectations; Level 4 = Exceeding Grade Level Expectations.

According to last year's final reading level assessment in June, 89.3% of the ELLs we have data for were at or above grade-level expectations (level 3 or 4). Of the remaining 10.7%, 7.1% were at level 2 and 3.6% were at level 1. This information has been vital in looking at the structure of our ESL program. There will be an increased focus on developing phonics, decoding, and comprehension skills among ELLs, especially for our kindergarteners, many of whom had trouble developing letter recognition and letter-sound correspondence. We compared the percentage of ELLs at level 1 or 2 with the percentage of the student population at level 1 or 2. Overall, 7.7% of students at P.S. 209 are at level 1 or 2. Therefore, it is apparent that ELLs are averaging slightly lower reading levels than the rest of the student population. This data will help us focus on reading interventions for our ELL students.

On the writing endline 88.5% of our ELL population scored a level 3 or level 4. This leaves less than 1 % on a level 1 and 10.6% on a level 2. This is a huge improvement for our ELLs, compared to last year. This year there will be a focusing on moving the students who are below the benchmark in writing. 88.5% of the entire school scored levels 3 and 4. This shows our ELL students have made significant progress in their writing, and we will continue to build upon this.

2. Overall, the majority of our students are testing at the intermediate level on the NYSESLAT (57.1% of students who took the 2010 NYSESLAT). On the LAB-R, 56.5% of students scored at a beginner/intermediate level and 43.5 scored at an advanced level during Fall 2010. Our NYSESLAT data show that our students are performing very well in the areas of speaking and listening. 70.6% of current students who took the 2010 NYSESLAT tested at the advanced level for the

combined listening/speaking scores. 20.6% of current students who took the 2010 NYSESLAT tested at the proficient level for the combined listening/speaking scores. 10 of the 19 students who took the 2010 NYSESLAT scored at least one level higher on the 2010 listening/speaking combined section than they did 1 year earlier, on the 2009 NYSESLAT listening/speaking combined sections. The combined reading/writing scores show that more than half (58.8%) of our students scored at an intermediate level, 20.6% of our students scored at an advanced level, 5.9% scored at a proficient level, and 14.7% scored at a beginner level.

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

4. When examining the results of NYSESLAT scores, many of our ELL students from grades k-2 are doing very well in the areas of listening and speaking. 70.6% of our ELL students scored at an advanced level, 20.6% scored proficient, and 8.8% scored intermediate in listening/speaking on the 2010 NYSESLAT. In reading/writing a large majority (88.8%) of our kindergarten students are scoring at an beginner/intermediate level. 72.2% of kindergarten ELLs scored at an intermediate level, and 16.6% of kindergarten ELLs scored at a beginner level on the reading/writing portion of the 2010 NYSESLAT. Our 1st grade students are making significant improvements on the reading/writing portions of the NYSESLAT. 43.6 % of 1st grade ELLs scored at an advanced (37.5%) or proficient (6.25%) level on the 2010 NYSESLAT, as compared to 43.6% intermediate, and 12.5% beginner. This indicated that we need to continue working with our ELLs on early literacy skills and build on the skills they have already acquired.

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

5. N/A

6. The success of our programs for ELLs are based on NYSESLAT scores and Endline data collected in each of the content areas at the end of the school year. This data helps us notice trends and adapt instruction to focus on areas of academic need.

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

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

- ✓ There will be no revisions to our school's approved 2009-2010 Title III program narrative and budget (described in this section) for implementation in 2010-2011 (pending allocation of Title III funding).

Section I. Student and School Information

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

Number of Teachers 6 Other Staff (Specify): _____

School Building Instructional Program/Professional Development Overview

TEMPLATE - MAY 2010

Section II: Title III, Part A LEP Program Narrative

Language Instruction Program

P.S 209's language instruction program for limited English proficient (LEP) students will include an after school ESL program. The program will focus on building student's skills in the areas of listening, speaking, reading, and writing through the use of creative and fun language based activities. Lessons and activities will focus on building vocabulary and grammar as well as strengthening literacy skills throughout content areas. ESL strategies such as language experience approach, hands on learning, and interactive small group activities will be incorporated into the program to help students gain fluency in the English language. Materials such as books on tape, and hands-on language building activity supplies will be used to enhance student learning through fun and interactive activities, such as "how-to" projects. Non-fiction and fiction books will be used to help build literacy skills and vocabulary within the afterschool program and will be available for students to use at home. The program will also focus on NYSESLAT preparation, to help the students become familiar and comfortable with the format and skills needed to be successful on this assessment. Students will practice NYSESLAT skills by using the Empire State NYSESLAT workbooks. The program will run from November 12, 2009 through May 27, 2010. The program will meet 2 times a week for 45 min. a day, and will serve 59 ELLs students throughout grades K-2. All instruction will be in English. The program will be staffed by the ESL Coordinator, who holds an initial certification in teaching ESL (PreK-12) as well as 5 common branch teachers. There will be 5 groups of 8-10 students each. The program will operate using a push-in model. The ESL Coordinator will teach the main lesson with the entire group, and the common branch teachers will then work with their small group on an independent activity related to the main lesson. The program will take place in the cafeteria, where all groups will be present. The ESL Coordinator will push into each group to support the common branch teacher and reinforce ESL strategies and concepts.

Professional Development Program

The ESL Coordinator will participate in professional development opportunities provided by the Network (CFN-6) and Bronx BETAC workshops, 4-6 times each school year. The ESL Coordinator will also take part in an ELL Inquiry Study which will focus on instructional strategies used to improve ELL writing and literacy skills. The ESL Coordinator will turnkey information received from outside PD sessions to common branch teachers in the Title III program. This will be done through an ESL study group which will take place once a month, for 9 months. The focus of the study group will be to improve the quality of instruction for our English Language Learners. Topics will include NYSESLAT preparation as well as supplemental interactive and hands-on ESL lessons/activities. There will be 9 ESL study group sessions for Title III staff. The dates are as follow: November 19, 2009 December 22, 2009 January 21, 2010, February 25, 2010, March 11, 2010, March 25, 2010, April 15, 2010, April 29, 2010, and May 13, 2010

Section III. Title III Budget

School: P.S 209 BEDS Code: 321000010209

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	9,000	180.46 hours of per session for 1 ESL and 5 General Ed teachers to support ELL students in an afterschool program: 180.46 hours x \$49.87 (per session rate of 41.98 + fringe benefits) = \$9,000
Purchased services such as curriculum and staff development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	6,000	Books on Tape = \$1000 Empire State NYSESLAT Classroom Sets = \$1790.10 Fiction and Non-fiction books for students to read in school and at home = \$2,700 Hands-on Language Building Activity Supplies = 209.90
Travel		
Other		
TOTAL	15,000	

Appendix 3: Language Translation and Interpretation

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

- 1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.**

Through the analysis of the Home Language Identification Survey and parent surveys given out during the school year, the school assesses the language needs of all students and parents at P.S 209. The school uses a parent language survey, given out at the beginning of the year, to determine the parent's preferred language. The survey asks the parent to identify what language they are most comfortable using and receiving information in. Every effort is made to accommodate parent needs through translation and interpretation by our staff. If the survey is not returned the ESL Coordinator, along with the Parent Coordinator make every effort to contact parents over the phone or in person when they visit the school.

- 2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.**

P.S 209 has used the aforementioned surveys to assess the needs of the students and parents who attend our school. We have found that the majority of families are in need of oral interpretation and written translation in Spanish. These services are provided by in-house school staff that are available to assist families with questions and concerns. These findings are reported to the school community through parent surveys, and newsletters.

Part B: Strategies and Activities

- 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.**

Written translation services will be provided to parents in the form of in-house school staff. These staff members will be available to translate written communications between the school and family. In certain cases where we do not have a staff member that speaks the family's home language, the school will use the NYCDOE Translation and Interpretation unit to assist. The school will do everything

possible to ensure each and every parent/family has the resources available to them, so that they are able to understand and participate in their child's education at P.S 209.

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services.

P.S 209 posts signs (in all primary languages of families at P.S. 209) in the main lobby which indicate translation and interpretation is available at the school through. The school ensures that parent's language needs are met and staff members are available to assist with translation and interpretation services every day. All parents are notified of their right to translation and interpretation services at registration.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	256,862.00	38,058.00	294,920.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,568.00	381.00	2949.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,848	*	
4. Enter the anticipated 10% set-aside for Professional Development:	63,250	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy:

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 209 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Our Parent Coordinator will distribute a parent survey concerning effective avenues of parental involvement at our school
 - Our Parent Coordinator will hold a Parent Association meeting to share the findings of the survey and to devise a workable parental involvement plan
2. P.S. 209 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Distribute the school report card to all parents during a General Member Parent Association meeting
3. P.S. 209 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Monthly parent workshops, led by the Parent Coordinator, will be offered highlighting the units of study (in literacy and math) each grade is working on
 - During the workshops, parents will learn strategies from the units of study for supporting their children at home
4. P.S. 209 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An end-of-year meeting will be held during which a survey will be distributed to parents regarding the parental involvement activities of the previous school year.
 - Parents will rate the parental involvement in terms of effectiveness, frequency, and content.
 - The Parent Coordinator will be in charge of this survey, both distribution of and reflection on.
5. P.S. 209 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing various parent workshops held by the teachers on our Parent Committee across academic areas.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement

and coordinate parent programs and build ties between parents and schools, by distributing our Tri Annual Parent Survey and collecting/analyzing the feedback given.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by informing parents of the resources available to them and accompanying parents to various resource centers within our community.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (Such as sending parent letters, making phone calls, and setting up in person meetings that will be held/written in their home language.)

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **PTA Minutes**. This policy was adopted by the **P.S. 209** on **10/15/10** and will be in effect for the period of **3 years**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **the second week of September each school year**.

P. S. 209, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school years 2010-2013.

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, Chancellor

Empowerment School 209

317 East 183rd Street, Bronx, NY 10458

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

Anne Keegan, Principal

Tricia Coulter, Assistant Principal

School-Parent Compact

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **PTA Minutes**. This policy was adopted by the **P.S. 209** on **10/15/10** and will be in effect for the period of **3 years**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **the second week of September each school year**.

P. S. 209, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school years 2010 - 2013.

School Responsibilities

P. S. 209 will:

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

P.S. 209 School-Parent Compact

Page Two

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Please see pages 9-13 (Needs Assessment)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.
Please see "Needs Assessment" pages 9-13, Goals and Action Plans pages 15-25, and Appendix 1- AIS Services pages 27-29.

3. Instruction by highly qualified staff.
 - **Teachers are hired through staff networking and college recruitment.**
 - **We use the NYCDOE's Open Market System.**
 - **Teachers are encouraged to attend workshops and in service college courses offered by the district, the UFT and affiliated educational institutes (Lehman College, Teachers College, AUSSIE, Move To Improve, Lincoln Hospital)**
 - **Staff Development is offered before, during and after school hours.**
 - **Teachers are provided with professional development from the Literacy/Math Coach, AUSSIE Literacy Consultant and outside educational institutes.**

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.
 - **Monthly professional development for paraprofessionals conducted by the Special Education Coordinator.**
 - **New Teacher mentoring by the literacy/math coach.**
 - **Grade Level and content specialist receiving Common Planning 2-4 periods per week. Common Planning is provided by an AUSSIE Literacy Consultant, Science/Social Studies Consultant, PS 209's Literacy/Math Coach and Assistant Principal.**
 - **Monthly Parent Workshops planned and facilitated by PreK-2 staff members.**
 - **External Professional Development opportunities are provided to all PreK-2 staff based on school, professional and student goals.**
 - **Peer to peer coaching is evident through teacher intervisitations.**
 - **Weekly Inquiry Team Meetings (Special Education and ESL).**
 - **Monthly Faculty Conferences.**

- **Monthly network meetings attended by the principal, assistant principal, literacy/math coach and special education coordinator.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **We network with colleagues of our current highly-qualified teachers (graduate and undergraduate) to locate potential candidates for employment.**
 - **We advertise the fact that teachers assigned to PS 209 currently receive a yearly stipend of \$3,400 due to our hard to staff status.**
 - **A school information pamphlet is distributed to local colleges and libraries.**
 - **We advertise on NYC's Open Market System.**
 6. Strategies to increase parental involvement through means such as family literacy services.
See long-term and annual goal for increasing parent involvement and PIP Section II D.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - **Pre-Kindergarten students who remain at P.S. 209 for Kindergarten have already become accustomed to the safe, secure and nurturing environment of the school. Pre-K also attends and participates in school assemblies. Instructionally, our Pre-K students are exposed to read alouds, shared reading, communication skills, center time, instructional breakfast/lunch as well as visits to the playground and the school library.**
 - **Pre-Kindergarten students are invited to have cookies with their kindergarten teacher a few days before school begins. This allows parents and students an opportunity to meet their teacher ahead of time, as well as visit their classroom and tour the school.**
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
P.S. 209's process for gathering, analyzing and interpreting data and progress is highly effective. We have been accepted as part of the NYCDOE's Design Your Own Assessment Program. Our assessment design for Reading, Writing, Math, Science and Social Studies follows as cyclic model where assessment informs both teacher instruction and the school program, which in turn informs choices of assessment tools and grading procedures (e.g. rubric construction). We have five periodic assessment cycles throughout the school year during which time assessment meetings occur between the principal, assistant principal, teachers (both classroom teacher and push-in support co-teacher), coach and consultants to review the assessment data in order to: track each student's progress towards reaching his or her learning goals through the lens of a year to a year's plus worth of growth, inform decisions about school intervention programs, assess patterns of learning in the classroom and inform instructional practice/curriculum planning.

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

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 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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

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.

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			256,862		
Title I, Part A (ARRA)	Federal	X			38,058		
Title II, Part A	Federal	X			95,259		
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	X			1,154,606		

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;

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.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently four students who are identified as students in temporary housing.

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

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

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

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

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

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

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

Additionally, guidance and counseling is provided for the student. Outreach and referrals to community based organizations are made on an as needed basis.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 209						
District:	10	DBN:	10X209	School		321000010209	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3		7		11	
	K	v	4		8		12	
	1	v	5		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	36	36	36				NR
Kindergarten	71	71	88				
Grade 1	86	66	70	Student Stability - % of Enrollment:			
Grade 2	53	78	60	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.4	92.7	92.8
Grade 4	0	0	0				
Grade 5	0	0	0	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		84.3	94.3	96.3
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		4	15	26
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	246	251	254	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	1

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	13	11	12	Principal Suspensions	2	6	3
# in Collaborative Team Teaching (CTT) Classes	10	9	10	Superintendent Suspensions	0	2	1
Number all others	14	12	15				

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	21	23	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	6	4
# receiving ESL services only	67	59	TBD				
# ELLs with IEPs	0	15	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	2	5

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	33.3	39.1	65.2
				% more than 5 years teaching anywhere	9.5	8.7	21.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	43.0	61.0	69.6
American Indian or Alaska Native	0.8	0.4	0.0	% core classes taught by "highly qualified" teachers	94.4	100.0	100.0
Black or African American	23.2	19.1	20.1				
Hispanic or Latino	73.6	74.5	79.9				
Asian or Native Hawaiian/Other Pacific	2.0	0.8	0.0				
White	0.4	0.4	0.0				
Male	44.7	51.8	52.0				
Female	55.3	48.2	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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:		Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
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	v	v					
Student groups making	2	2					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	40.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	15	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 104	District 10	School Number 209	School Name P.S. 209
Principal Anne Keegan		Assistant Principal Patricia Coulter	
Coach Christine Calvi		Coach	
Teacher/Subject Area Kerry Holcomb/ESL Teacher		Guidance Counselor Rebekha Askew	
Teacher/Subject Area Christina Laurato/Kindergarten		Parent	
Teacher/Subject Area Heather Maguire/Science-S.S.		Parent Coordinator Elsa Valentin	
Related Service Provider		Other	
Network Leader JoAnn Benoit		Other	

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	1	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	11

C. School Demographics

Total Number of Students in School	255	Total Number of ELLs	58	ELLs as Share of Total Student Population (%)	22.75%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

1. The initial identification of possible ELLs starts at registration. The Home Language Identification Survey (HLIS) is administered by the ESL Coordinator to parents and an initial interview is conducted either in English or the parent's native language. School aides are on hand to translate in Spanish for any parent who does not speak English. Staff members, including the school secretary and school aides, have been trained and are qualified to administer the Home Language Identification Survey (HLIS) and are available to answer parent questions and assist with the completion of this survey. The whole process is overseen by the ESL Coordinator, who holds an initial certification in teaching English as a Second Language. The ESL Coordinator is also responsible for conducting the initial screening and evaluating the HLIS to check for possible ELL status. The ESL Coordinator has been trained (Network ELL meetings, and BETAC workshops) in the correct procedures for conducting the initial screening and administering both the HLIS and LAB-R. Students who are identified as being eligible for LAB-R testing are then administered the LAB-R, by the ESL Coordinator, within 10 days of enrollment. During the spring, the ESL Coordinator is also responsible for ordering the NYSESLAT materials, determining which students are eligible to take the NYSESLAT, and administering each part of the exam to all eligible ELLs. ELL students are identified and grouped according to their NYSESLAT scores and are grouped homogeneously by proficiency level.

2. At the beginning of the school year, all parents of newly admitted ELL students are invited to attend an informational session concerning the program options for ELLs (Transitional Bilingual, Freestanding ESL, and Dual Language), hosted by the ESL and Parent Coordinators. At this session the parents view a presentation about ELL programs and receive written information in both English and Spanish. Parents are given opportunities to ask questions concerning various programs and a Spanish translator is present to facilitate communication. At the end of the session parents are given the option to fill out the parent choice form immediately or return it later with their decision. Both the Parent Coordinator and ESL Coordinator are available in person or by phone to answer any questions that parents may have. Reminder notices are sent home and phone calls are made to parents of ELLs whose parent options forms are not filled out or returned. Parents who are unable to attend the informational session have the opportunity to set up a meeting with the ESL Coordinator and Parent Coordinator to view the ELL Program Option Video and learn about the different program options available to ELL students. Once all Parent Survey and Program Selection forms have been completed and returned, the ESL Coordinator makes copies of the forms. One copy stays in a file in the mail office, another copy is kept by the ESL Coordinator in the ESL room, and the original stays in the students cumulative folder, which all classroom teacher keep in their classrooms.

3. The ESL Coordinator is also responsible for making sure all entitlement letters and parent option forms are distributed. Entitlement letters are sent home with students at the beginning of the school year. Parent options forms are filled out by parents at the ELL Parent Orientation in September. If a parent does not attend the orientation, every effort is made to get in touch with the parent (in person, by phone, or by email) to ensure that all parents receive information about the ELL program options.

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for program choices at P.S 209 has overwhelming been the Freestanding ESL program. Currently, During the 2009-2010 school year 100% of parents chose the Freestanding ESL program as their first choice. The ESL Coordinator is responsible for distributing the Parent Survey and Program Selection forms, and works with the Parent Coordinator to ensure that all forms are returned in a timely fashion. Once the forms are returned, 3 copies are kept on file. One copy is kept in the main office, one copy is kept in the ESL Coordinator's files, and the original is kept in the student's cumulative folder.

6. Our school's Freestanding ESL program is currently aligned with parent requests. If this changes in the future, we will reassess our program offerings.

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	2	2	2											6
Push-In														0
Total	2	2	2	0	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	3	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	55			3							58
Total	55	0	0	3	0	0	0	0	0	0	58

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	21	20	14											55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		2											3
TOTAL	22	20	16	0	58									

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.

1. Currently PS 209 is offering pull-out Freestanding ESL services to all of its ELLs. Pull-out groups are grade-level specific; there are two groups for kindergarteners, two groups for first graders, and two groups for second graders. These groupings are homogenous and based upon student proficiency level. Each grade level has one Beginner/Intermediate group, and one Advanced group. The English language is reinforced through the implementation of Balanced Literacy which includes intensive Read Alouds, Shared Reading,

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

2. Advanced students are receiving four, 45 minute periods of pull-out ESL per week, for a total of 180 minutes of ESL instruction per week. They also receive at least 5 - 45 minutes period of ELA instruction per week, for a total of 225 minutes. This is done through guided reading and writing instruction within their mainstream classroom. This equals the required 360 minutes of instruction in both ESL and ELA. Beginning and intermediate students are receiving eight, 45 minute periods of ESL pull-out per week, to meet the required 360 minutes per week of ESL instruction. Students are grouped homogeneously based on their proficiency level.

3. Content areas are taught in the mainstream classroom by specialist teachers, as well as through content-based units in the ESL classroom. There is no NLA instruction offered in the classrooms. During the 2009-2010 school year P.S 209 began moving towards a co-teaching model in the content areas of literacy, math, science and social studies within the mainstream classroom. This model allows for more small group and individualized instruction for students, including ELLs. Students receive at least 3 sessions (45 min.) of guided math per week within their classrooms. Students also receive at least 5 sessions (45 min.) of science and social studies from their push-in specialist, per week. The ESL Coordinator works with school staff to provide strategies for classroom teachers and specialist teachers to use when working with ELLs. This includes teaching vocabulary, scaffolding lessons, and using manipulative and realia to make content information and language more comprehensible for ELL students.

4. Instruction for ELL students is differentiated based on student proficiency and individual student needs. The focus of instruction for newcomers with 0-3 years of service is learning becoming familiar with and comfortable with using the English language within reading, writing and the content areas. There is a strong focus on vocabulary instruction and literacy instruction, through the use of the balanced literacy model. For students who are receiving more than 3 years of ESL service, the focus of instruction is learning and practicing the use of reading and writing strategies that can be implemented across all content areas. Instruction for special needs ELLs is strongly differentiated according to individualized student needs. Instruction focuses on vocabulary and reading/writing skills and is implemented in small groups. At present time our school has no SIFE students or long-term ELLs. The kindergarten and 1st newcomers will not be taking state- or city-wide tests for several years. 2nd grade newcomers will participate in ELA preparation activities that will prepare them for the ELA state tests in 3rd grade.

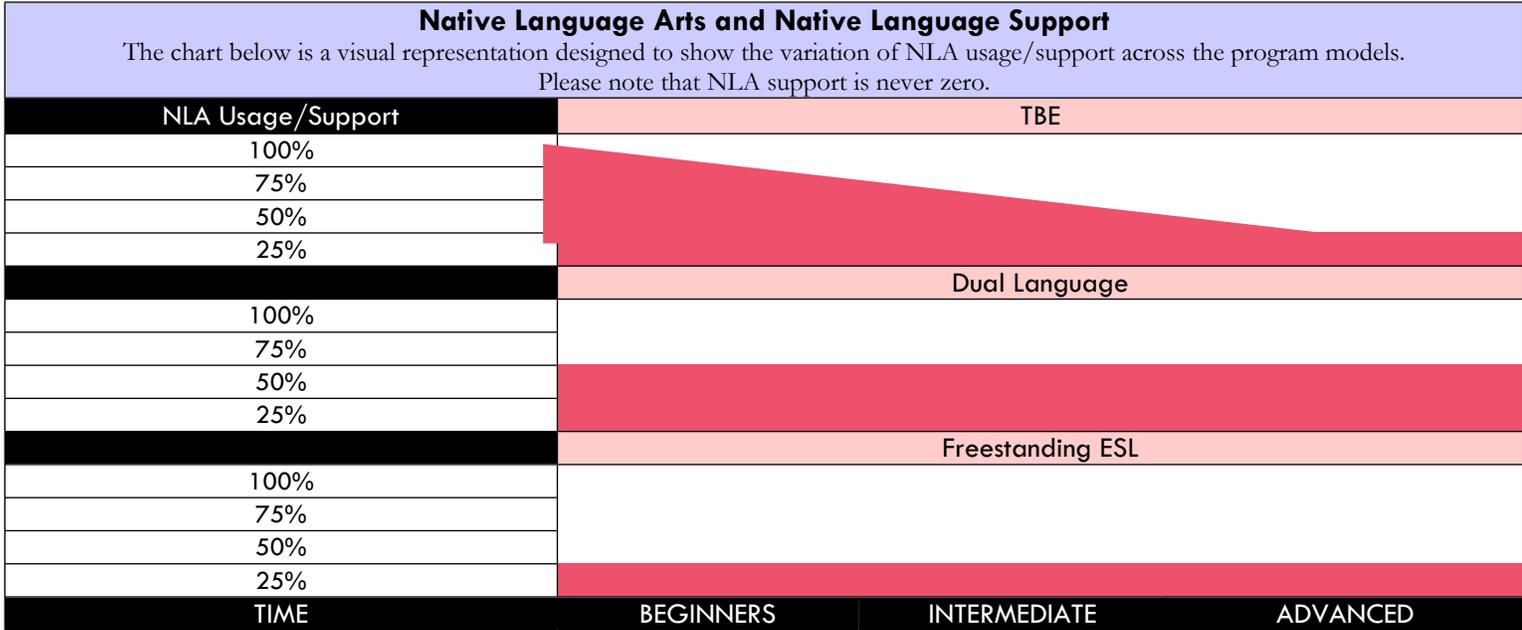
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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 1.54			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

5. In addition to regular ESL instruction and literacy instruction in their mainstream classrooms, ELLs may qualify for our Reading Recovery and Extended Day programs. Students who qualify for extended day services receive supplemental one-to-one instruction with a focus on literacy. During extended day, programs such as Words Their Way and Foundations are used to support and build on the literacy instruction that takes place in the classroom.

6. Students reaching proficiency on the NYSESLAT will still be entitled to receive support services from the ESL teacher. These students will get extra support from ESL push-in within the regular classroom setting, as well as additional pull-out ESL sessions if needed. Currently we have 17 ELLs who reached proficiency on the NYSESLAT in the past 2 years.

7. N/A

8. N/A

9. All ELL students are able to participate in all school programs, if they are eligible for these service. These programs include Reading Recovery, Extended Instruction and an ESL After-school Enrichment Program. All of our ELL students are eligible to participate in our ESL afterschool program. Once the program has been set up all ELL students will receive a letter explaining our ESL afterschool program (days, times, instructional activities etc.) The ESL and Parent Coordinators are available to answer any questions parents might have about the program. All program information, permission slips and sign up information is available in English and the family's native language. ELL students who are not meeting grade level standards in reading and writing, or need extra instruction in these area, are also eligible for our extended day program. Students who need extra instruction in literacy and/or math work with a teacher 1:1 for 35 minutes before school to improve their literacy and/or math skills. ELL students who are reading below grade level or are not making sufficient progress in reading are also eligible to be tested for Reading Recovery services. Student in Reading Recovery work 1:1 with the reading recovery for 45 minutes per day to boost confidence in reading and improve their reading skills. All information sent home is available in both English and the family's native language.

The goal of the ESL After-school program is to enhance ELL student's language skills through hands-on, interactive lessons and activities that build vocabulary and engage students in meaning language learning. Student involved in the after-school program work in small groups with the ESL teacher on building their academic and social language, as well as interacting with peers and gaining confidence in the English language skills. A small portion of the after-school program is also dedicated to helping students become familiarized with standardized testing and become comfortable with the format of these types of assessments. The after-school program is held during after-school hours.

10. During the 2008-2009 and 2009-2010 school years, our school had the opportunity to purchase new instructional materials. The addition of smart boards, new Apple Macbook computers, and Apple Ipod Touches will provide new instruction opportunities for the entire P.S 209 student population within the content areas (science, social studies, math and literacy). This new technology will enhance instruction across content areas as well as language instruction.

11. Native Language Arts are supported within the ESL program and the mainstream classroom through the use of bilingual books, dictionaries and learning materials. ELL students are also paired with native English speakers who serve as language peers to assist ELLs with language learning. If the need arises for Transitional Bilingual Program or Dual Language, every effort will be made to ensure that students are receiving these services. In the event that a Transitional Bilingual program is needed, the program will be implemented through native language

instruction throughout the content area as well as ESL instruction. Native language literacy skills will be a focus with a strong ESL component. If the need for a Dual Language program is needed, P.S 209 will work to form a program that focuses on transferring second language skills by developing a strong academic language base in the first language.

12. All required support services and resources correspond to the ELLs grade, age, and ability level. Programs and services are geared toward the individual students needs and instruction is differentiated accordingly.

13. Each year the staff at P.S 209 opens the doors to our newly enrolled Kindergarten students and families during the week before the first day of school. The Kindergarten meet and greet is an opportunity for parents and student to come to the school, meet with the child's teacher and become familiar with the school environment. During this time, teachers are able to express their expectations and answer any questions parents might have about the new school year. Translators are always on hand to assist parents who do not speak English.

14. N/A

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)?

Questions 1-5: N/A

D. Professional Development and Support for School Staff

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

1. The ESL Coordinator will participate in professional development opportunities provided by the Children First Network 104 and Bronx BETAC. The ESL Coordinator will attend montly Network 104 ELL Coordinator meetings and participate in workshops offered by the Bronx BETAC.

2. As an early elementary school (K-2), our students leave our school after 2nd grade. We coordinate with the local K-5 elementary school to articular student goals and provide student assessment portfolios for every child who leaves out school to continue their education at a different elementary school. This ensures that the next school the child moves onto will have a clear indication of the child's previous academic achievements.

3. The ESL Coordinator will provide a minimum of 7.5 hours of ELL professional development training to all classroom teachers and staff to improve the quality of instruction for our English Language Learners in the mainstream classrooms. Information and knowledge gained through Network meetings and BETAC workshops will be presented to the entire school staff, including all teachers and administrators who work with ELLs, during faculty conferences which are held once a month. Sign in sheets and agenda for training sessions are kept on file by the ESL Coordinator. The dates for these professional development opportunities are as follows:

2010 dates: October 4, November 1st, December 6th

2011 dates: January 3rd, February 7th, March 7th, April 4th, May 2nd, and June 6th.

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

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?

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

2. Our school partners with The New York City Public Library to offer free parent workshops and tours. The parent coordinator accompanies parents to the library to help them become more familiar with the library and give them a chance to apply for a library card which they can use with their children. Our school also partners with P.S 9 (the local K-5 elementary school) and encourages parents to take advantage of The Parent Welcome Center at P.S 9, where parents are able to receive resources and assistance. Many of our parents take advantage of the free classes, such as ESL and GED, at the parent center. Our school also has a partnership with the Police Athletic League, which offers after-school academic and recreational opportunities for our students and parents. This year our parent coordinator's goal is to create additional partnerships with local agencies, such as the Mental Health Association of NYC, to provide workshops and information for the parents at P.S. 209.

3. The needs of parents are evaluated through the use of Parent Surveys, distributed at least twice a year. Parents are also able to express their needs through attendance and feedback at parent workshops held each month. Many of our workshops and parent activities are created as a result of parent feedback and input at workshops. Classroom teachers also provide feedback about the needs parents have expressed during conversations and conferences.

4. The parental involvement activities are based upon the wants and needs parents express within the Parent Survey, which is filled out during the fall and spring of the previous school year. A parent committee, comprised of the parent coordinator and teachers, has been created to evaluate and address parent needs, based on parent responses from the parent survey. The parent committee organizes workshops and activities to target areas of parental need (i.e homework workshops, sight word practice workshops etc.).

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)	12	5	2											19
Intermediate(I)		12	7											19
Advanced (A)	10	3	7											20
Total	22	20	16	0	0	0	0	0	0	0	0	0	0	58

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										
	I	0	3	0										
	A	1	10	13										
	P	0	4	3										
READING/WRITING	B	0	3	2										
	I	1	13	7										
	A	0	1	6										
	P	0	1	1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
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
4									0
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									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	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
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. P.S. 209 is a PreK-2 school, and therefore our students do not take the ELA, Math, Science, or Social Studies exams. Furthermore, as an Empowerment School, P.S. 209 has elected not to use ECLAS-2 as our literacy assessment tool. Instead we use Rigby P.M. Benchmark as well as rubric-based writing, math, and other content area assessments. We have included our yearly school wide data from the 2009-2010 school year. Our rubric is as follows:

Level 1 = Below Grade Level Expectations; Level 2 = Approaching Grade Level Expectations; Level 3 = Meeting Grade Level Expectations; Level 4 = Exceeding Grade Level Expectations.

According to last year's final reading level assessment in June, 89.3% of the ELLs we have data for were at or above grade-level expectations (level 3 or 4). Of the remaining 10.7%, 7.1% were at level 2 and 3.6% were at level 1. This information has been vital in looking at the structure of our ESL program. There will be an increased focus on developing phonics, decoding, and comprehension skills among ELLs, especially for our kindergarteners, many of whom had trouble developing letter recognition and letter-sound correspondence. We compared the percentage of ELLs at level 1 or 2 with the percentage of the student population at level 1 or 2. Overall, 7.7% of students at P.S. 209 are at level 1 or 2. Therefore, it is apparent that ELLs are averaging slightly lower reading levels than the rest of the student population. This data will help us focus on reading interventions for our ELL students.

On the writing endline 88.5% of our ELL population scored a level 3 or level 4. This leaves less than 1 % on a level 1 and 10.6% on a level 2. This is a huge improvement for our ELLs, compared to last year. This year there will be a focusing on moving the students who are below the benchmark in writing. 88.5% of the entire school scored levels 3 and 4. This shows our ELL students have made significant progress in their writing, and we will continue to build upon this.

2. Overall, the majority of our students are testing at the intermediate level on the NYSESLAT (57.1% of students who took the 2010 NYSESLAT). On the LAB-R, 56.5% of students scored at a beginner/intermediate level and 43.5 scored at an advanced level during Fall 2010. Our NYSESLAT data show that our students are performing very well in the areas of speaking and listening. 70.6% of current students who took the 2010 NYSESLAT tested at the advanced level for the combined listening/speaking scores. 20.6% of current students who took the 2010 NYSESLAT tested at the proficient level for the combined listening/speaking scores. 10 of the 19 students who took the 2010 NYSESLAT scored at least one level higher on the 2010 listening/speaking combined section than they did 1 year earlier, on the 2009 NYSESLAT listening/speaking combined sections. The combined reading/writing scores show that more than half (58.8%) of our students scored at an intermediate level, 20.6% of our students scored at an advanced level, 5.9% scored at a proficient level, and 14.7% scored at a beginner level.

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

4. When examining the results of NYSESLAT scores, many of our ELL students from grades k-2 are doing very well in the areas of listening and speaking. 70.6% of our ELL students scored at an advanced level, 20.6% scored proficient, and 8.8% scored intermediate in listening/speaking on the 2010 NYSESLAT. In reading/writing a large majority (88.8%) of our kindergarten students are scoring at an

beginner/intermediate level. 72.2% of kindergarten ELLs scored at an intermediate level, and 16.6% of kindergarten ELLs scored at a beginner level on the reading/writing portion of the 2010 NYSESLAT. Our 1st grade students are making significant improvements on the reading/writing portions of the NYSESLAT. 43.6 % of 1st grade ELLs scored at an advanced (37.5%) or proficient (6.25%) level on the 2010 NYSESLAT, as compared to 43.6% intermediate, and 12.5% beginner. This indicated that we need to continue working with our ELLs on early literacy skills and build on the skills they have already acquired.

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

5. N/A

6. The success of our programs for ELLs are based on NYSESLAT scores and Endline data collected in each of the content areas at the end of the school year. This data helps us notice trends and adapt instruction to focus on areas of academic need.

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		