



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 209
DBN (i.e. 01M001): 10X209
Principal: ANNE KEEGAN
Principal Email: AKEEGAN2@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: ELMER MYERS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anne Keegan	*Principal or Designee	
Jocelyn Witherell	*UFT Chapter Leader or Designee	
Judy Bartolomey	*PA/PTA President or Designated Co-President	
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	
Rosa Rodriguez	Member/ Parent	
Esmeralda Feliz	Member/ Parent	
Enid Betancourt	Member/ Parent	
Wendy Mercado	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

(ELA) LONG TERM GOAL (2013-2016)- Increase the percentage of students scoring level 3 or 4 on the NYS ELA Examination.

Measurable Objective: By June 2016, there will be a 15% increase, from 15.5% in 2013 to 30.5% in 2016, of students achieving level 3 or 4 on the NYS ELA Examination.

(Reading) ANNUAL GOAL (2013-2014): Increase student achievement in Reading.

Measurable Objective: By June 2014, there will be a 5% increase from 75% in 2013 to 80% in 2014, of students achieving level 3 or 4 on running records assessments based on the students who have been consistently enrolled in P.S. 209 since September 2012. This increase will be measured by our June 2014 school-wide Running Record Data (Instructional Reading Level Tracking Sheet).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Reading Assessment Data (Class Data Sheets, Instructional Reading Level Tracking Sheets, Emergent Reader Checklists, Sight Word Lists, etc.)
- Back-mapped data from the 3rd grade test.
- Item analysis from the 3rd grade test.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Develop a school-wide instructional focus** and add it to our **School Improvement Plan – Evidence in Argument**
2. **Align the Conditions of Learning** (our beliefs about how children learn best) **to the Instructional Shifts.**
3. **Develop a Professional Development Plan** that incorporates our needs assessment, instructional focus and the instructional shifts.
4. **Teacher Team Inquiry Meetings** – Teacher teams will meet weekly to using discuss student achievement in Reading using the Here's What, Now What, So What Protocol. Other protocols will be utilized to study student assessment data and instruction whenever necessary.
5. **Periodic Assessment Meetings** – Teacher teams meet with the Instructional Leadership Team to discuss whole class and individual student progress.
6. **Guided Reading Push-In Model** –Provide all children with targeted small group instruction in reading as often as possible.
7. **Extended Time Tutoring** – All teachers will develop an RTI Plan to provide target intervention services to children.

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, the CCLS, NYCDOE Common Core Library and Engage NY.
2. Instructional Leadership Team (Principal, AP, Literacy Coach, Consultant), grade level teacher representatives, the CCLS, NYCDOE Common Core Library and Engage NY.
3. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, the CCLS, NYCDOE Common Core Library and Engage NY.
4. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, the CCLS, NYCDOE Common Core Library, Engage NY, and the Core Curriculum
5. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, School Wide/Class Literacy Assessments
6. All classroom teachers, literacy coach, consultant, leveled libraries, F&P Benchmark Assessment System
7. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, parents, School Wide/Class Literacy Assessments

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. School Leadership Team will include all staff in the decision-making process and in the evaluation of our school improvement plan and instructional focus throughout the school year and revise annually.
2. School Leadership Team and staff will revise curriculum on an ongoing basis based on student data and classroom observations to ensure we are meeting the instructional shifts while following our approach of how student's best learn.
3. Classroom observations, one to one cycle logs, and the staff needs assessment will be used to evaluate the progress and effectiveness of the school professional development plan. The plan will be differentiated based on the needs of students and staff members.
4. Teacher Team Inquiry Meetings will include all staff in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities.

5. Periodic Assessment meetings will be held every 6-8 weeks to track progress and the impact of teaching within each classroom. Whole group, sub group, and individual student data will be analyzed and data driven next steps will be planned.
6. Classrooms receive guided reading push in support to decrease the teacher to student ratio. Progress, effectiveness, and impact will be evaluated through the analysis of student literacy assessments each periodic assessment cycle.
7. The progress, effectiveness, and impact of Extended time tutoring is evaluated every 6-8 week cycles through student progress reports and data collection.

D. Timeline for implementation and completion including start and end dates

1. June 2013-June 2014: Ongoing
2. June 2013-June 2014: Ongoing
3. June 2013-June 2014: Ongoing
4. September 2013-June 2014: Weekly
5. September 2013-June 2014: Every 6-8 Weeks
6. September 2013-June 2014: Daily
7. September 2013-June 2014: Every 6-8 Weeks, 4x per week for 37.5 Minutes

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have partnerships with Generation Ready to support the development of the school improvement plan and school-wide instructional focus (OTPS: Title 1 5 Percent Highly Qualified).
2. We have partnerships with Generation Ready to support the alignment of the instructional shifts to the conditions of learning. (OTPS: Title 1 5 Percent Highly Qualified).
3. We have partnerships with Generation Ready to provide teachers with Professional Development opportunities linked to the CCSS (OTPS: Title 1 5 Percent Highly Qualified).
4. We have partnerships with Generation Ready to provide teachers with Professional Development opportunities linked to the CCSS (OTPS: Title 1 5 Percent Highly Qualified).
5. Teacher teams will meet weekly to support student progress and performance.
6. We have partnerships with Generation Ready to provide teachers with Professional Development opportunities linked to the CCSS (OTPS: Title 1 5 Percent Highly Qualified).
7. Teachers support small groups of and individual students with Response to Intervention Instruction four times per week for 37.5 minutes.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The P.S. 209 Parent Committee will design and conducts ELA Parent Workshops aligned to the CCSS.
- Parent Open House – Parents will observe the teachers engaged in a Read Aloud. Teachers will review the Common Core expectations for the grade.
- Monthly newsletters are sent home to all parents.
- The Principal conducts a State of the School Address three times per year to present student data, share findings, and discuss school-wide implications.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

(Writing) LONG TERM GOAL (2013-2016)- Increase the percentage of students scoring level 3 or 4 on the NYS ELA Examination.

Measurable Objective: By June 2016, there will be a 15% increase, from 15.5% in 2013 to 30.5% in 2016, of students achieving level 3 or 4 on the NYS ELA Examination.

(Writing) ANNUAL GOAL: Increase student achievement in Writing.

Measurable Objective: By June 2014, there will be a 5% increase from 57.27% in 2013 to 62.27% in 2014, of students achieving level 3 or 4 on Writing Rubric assessments based on the students who have been consistently enrolled in P.S. 209 since September 2012. This increase will be measured by our June 2014 school-wide Writing Rubric Assessment Data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Writing Assessment Data (Unit Pre/Post Assessments, Writing Rubric Assessments, Sight Word Writing Analysis, and Phonics Assessments)
- Back-mapped data from the 3rd grade test.
- Item analysis from the 3rd grade test.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. **Develop a school-wide instructional focus** and add it to our **School Improvement Plan – Evidence in Argument**
2. **Align the Conditions of Learning** (our beliefs about how children learn best) **to the Instructional Shifts.**
3. **Develop a Professional Development Plan** that incorporates our needs assessment, instructional focus and the instructional shifts.
4. **Teacher Team Inquiry Meetings** – Teacher teams will meet periodically to discuss student achievement in Writing using the Here's What, Now What, So What Protocol. Other protocols will be utilized to study student assessment data and instruction whenever necessary.
5. **Periodic Assessment Meetings** – Teacher teams meet with the Instructional Leadership Team to discuss whole class and individual student progress.
6. **Guided Writing Push-In Model** –Provide all children with targeted small group instruction in writing as often as possible.
7. **Extended Time Tutoring** – All teachers will develop an RTI Plan to provide target intervention services to children.

2. Key personnel and other resources used to implement each strategy/activity

1. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, the CCLS, NYCDOE Common Core Library and Engage NY.
2. Instructional Leadership Team (Principal, AP, Literacy Coach, Consultant), grade level teacher representatives, the CCLS, NYCDOE Common Core Library and Engage NY.
3. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, the CCLS, NYCDOE Common Core Library, and Engage NY.
4. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, the CCLS, NYCDOE Common Core Library, Engage NY, and the Core Curriculum.
5. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, School Wide/Class Literacy Assessments.
6. All classroom teachers, literacy coach, consultant, leveled libraries, F&P Benchmark Assessment System.
7. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, parents, School Wide/Class Literacy Assessments.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. School Leadership Team will include all staff in the decision-making process and in the evaluation of our school improvement plan and instructional focus throughout the school year and revise annually.
2. School Leadership Team and staff will revise curriculum on an ongoing basis based on student data and classroom observations to ensure we are meeting the instructional shifts while following our approach of how student's best learn.
3. Classroom observations, one to one cycle logs, and the staff needs assessment will be used to evaluate the progress and effectiveness of the school professional development plan. The plan will be differentiated based on the needs of students and staff members.
4. Teacher Team Inquiry Meetings will include all staff in the decision-making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
5. Periodic Assessment Meetings will be held every 6 to 8 weeks to track progress and the impact of teaching within each classroom. Whole group, sub group, and individual student data will be analyzed and data driven next steps will be planned.

6. Classrooms receive guided writing push in support to decrease the teacher to student ratio. Progress, effectiveness, and impact will be evaluated through the analysis of student literacy assessments each periodic assessment cycle.
7. The progress, effectiveness, and impact of Extended Time tutoring is evaluated every 6-8 week cycles through student progress reports and data collection.

4. Timeline for implementation and completion including start and end dates

1. June 2013-June 2014: Ongoing
2. June 2013-June 2014: Ongoing
3. June 2013-June 2014: Ongoing
4. September 2013-June 2014: Weekly
5. September 2013-June 2014: Every 6-8 Weeks
6. September 2013-June 2014: Daily
7. September 2013-June 2014: Every 6-8 Weeks, 4x per week for 37.5 Minutes

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have partnerships with Generation Ready to support the development of the school improvement plan and school-wide instructional focus (OTPS: Title 1 5 Percent Highly Qualified).
2. We have partnerships with Generation Ready to support the alignment of the instructional shifts to the conditions of learning. (OTPS: Title 1 5 Percent Highly Qualified).
3. We have partnerships with Generation Ready to provide teachers with Professional Development opportunities linked to the CCSS (OTPS: Title 1 5 Percent Highly Qualified).
4. We have partnerships with Generation Ready to provide teachers with Professional Development opportunities linked to the CCSS (OTPS: Title 1 5 Percent Highly Qualified).
5. Teacher teams will meet weekly to support student progress and performance.
6. Teachers support small groups of and individual students with Response to Intervention Instruction four times per week for 37.5 minutes.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The P.S. 209 Parent Committee will design and conducts ELA Parent Workshops aligned to the CCSS.
- Parent Open House – Parents will observe the teachers engaged in a Read Aloud. Teachers will review the Common Core expectations for the grade.
- Monthly newsletters are sent home to all parents.
- The Principal conducts a State of the School Address three times per year to present student data, share findings, and discuss school-wide implications.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Math Long Term Goal

Increase the percentage of students scoring level 3 or 4 on the NYS Mathematics Examination.

Math Long Term Measureable Goal

By June 2016, There will be a 5% increase, from 19% in 2013 to 34% in 2016, of students achieving level 3 or 4 on the NYS Mathematics Examination.

Math Annual Goal

Increase student achievement in Mathematics

Math Annual Measureable Goal

By June 2014, there will be a 5% increase in school wide grade level proficiency as measured by our EOY Discovery Math Assessment Data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the requirements of the Common Core State Standards there was a need to implement a new curriculum that was better aligned to the standards and reorganized the math content to teach fewer topics and allow for more time to focus on the major work of the grade. 19% of our second grade students who left us in June 2012 and transitioned into various schools for a full school year reached proficiency levels on the third grade New York State Math Examination.

In addition, the following data was analyzed:

- Math Assessment Data (Baseline Data, Midline Data, Endline Data, Performance Tasks, etc.)
- Back-mapped data from the 3rd grade test.
- Item analysis from the 3rd grade test.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Weekly Math Teacher Team sessions will be used for grade levels to unpack the Go Math! curriculum.
2. Grade leaders and Network Achievement Coaches will turnkey information from training sessions, provide professional development, and support staff members with instruction.
3. Teacher teams will analyze student pre assessment pieces and NYC performance tasks in order to plan instruction based on student data.

2. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers in conjunction with the Math Coach and Administration , ARIS Learn, Think Central, HMH NYC Teacher Portal.
2. All classroom teachers in conjunction with the Math Coach, Administration, and Network Achievement Coach, Common Core Library, Engage New York, K-5 Math Teaching Resources, Think Central, HMH NYC Teacher Portal, and Achievethecore.
3. All classroom teachers in conjunction with the Math Coach and Administration , ARIS Learn, Think Central, and HMH NYC Teacher Portal.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers participate in weekly math teacher team sessions where instructional decisions are made and Common Core units/lesson are unpacked.
2. Learning walks and observations are conducted to collect data related to instruction across math classrooms.
3. Teacher teams meet periodically to analyze math assessments and revise instruction based on the grade, class, subgroup and individual student data.

4. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014: Weekly
2. August 2013 – June 2014: Ongoing
3. September 2013 – June 2014: Ongoing

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have partnerships with outside organizations (Go Math!) and the Network Achievement Coaches to provide staff members with professional development opportunities linked to the CCSS and the Citywide Instructional Expectations.
2. Teacher teams will meet periodically to support the implementation of the new Core Curriculum.
3. Teacher teams will meet periodically to support student progress and performance.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The P.S. 209 Parent Committee will design and conduct Math Parent Workshops aligned to the CCSS.
- Parent Open House – Teachers will review the Common Core expectations for the grade.
- Monthly newsletters are sent home to all parents.
- Parent Teacher Conferences are held three times a year to discuss each student’s progress in mathematics.
- The Principal conducts a State of the School Address three times per year to present student data, share findings, and discuss school-wide implications.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Social/Emotional Long Term Goal (2013-2016) The students will learn to exhibit pro-social behavior and character skills that will serve them well not only in school, but throughout their lives. Measurable Objective: By June 2016, there will be a 15% reduction in level 3 behavior incidents. Social Emotional Annual Goal (2013-2014): Increase pro-social behavior and character skills. Measurable Objective: By June 2014, there will be a 5% reduction in level 3 behavior incidents.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> • OORS Reports • Social Emotional Data (Class Data 3B Ticket Sheets and Individual 3B Ticket Sheets) • Individual Daily Class Behavior Management Color Chart Data

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. Develop a school-wide social-emotional curriculum and add it to our School Improvement Plan. 2. Align the Social-Emotional Curriculum to the Science and Social Studies Curriculum Themes (belonging, cause and effect, responsibility, change). 3. Classroom Teachers will conduct Social-Emotional lessons using the themes of belonging, cause and effect, responsibility, and change through a Book of the Month using the Repeated Read Aloud approach. In addition, classroom teachers will teach a lesson one time per month based on the themes through a social-emotional lens. 4. The School Counselor will conduct Social-Emotional lessons four times per month with all PreK-2 classes using the themes of belonging, cause and effect, responsibility, and change. 5. A school-wide Positive Behavioral Interventions and Supports (PBIS) will be implemented based on the 3Bs (Be Responsible, Be Respectful, Be Safe) to establish a positive school culture. • Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, parents, guidance counselor, Social Emotional Curriculum, RTI Team, P.S. 209’s PBIS System, External Professional Development Sessions focused on PBIS.

2. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), grade level teacher representatives, guidance counselor, Social Emotional Curriculum, ELA Curriculum, Science and Social Studies Curriculum.
3. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, guidance counselor, Social Emotional Curriculum, RTI Team, P.S. 209's PBIS System, External Professional Development Sessions focused on PBIS, Interactive Three Day Read Aloud Lessons, ELA, Science and Social Studies Curriculum.
4. Guidance Counselor, all teachers, Social Emotional Curriculum, and the Wise Old Owl Bullying Program.
5. Instructional Leadership Team (Principal, AP, Literacy Coach and Consultant), all teachers, guidance counselor, RTI Team, Social Emotional Curriculum, School Wide 3B's PBIS.

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. School Leadership Team will include all staff in the decision-making process and in the evaluation of our school improvement plan throughout the school year.
2. School Leadership Team and staff will revise curriculum on an ongoing basis based on student data, classroom observations, and behavior occurrences.
3. Classroom teachers will deliver instruction based on the social emotional needs of the students within their classroom while following the Social-Emotional schoolwide themes. The impact of the curriculum and lessons will be evaluated against the behavior data collected on a monthly basis and the whole class/individual 3B ticket data.
4. The guidance counselor will deliver instruction based on the social emotional needs of the students within the school and for each specific grade level while following the Social-Emotional schoolwide themes. The impact of the curriculum and lessons will be evaluated against the grade level behavior data collected on a monthly basis and the grade level 3B ticket data.
5. The school-wide **Positive Behavioral Interventions and Supports** impact will be evaluated based on the behavior incident data collected.

• Timeline for implementation and completion including start and end dates

1. June 2013-June 2014: Ongoing
2. June 2013-June 2014: Ongoing
3. Sept. 2013-June 2014: Monthly
4. Sept. 2013-June 2014: Weekly
5. Sept. 2013-June 2014: Ongoing

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have partnerships with outside organizations to provide teachers with professional development opportunities linked to Positive Behavior Interventions and Supports.
2. Leadership Team, School Counselor, and the Science and Social Studies Teachers will meet periodically throughout the year to revise the the Social-Emotional Curriculum.
3. The classroom teachers will conduct weekly lessons in all PreK – 2nd grade classrooms based on PS 209's Social Emotional Curriculum.
4. The school counselor will conduct weekly lessons in all PreK – 2nd grade classrooms based on PS 209's Social Emotional Curriculum and the Wise Old Owl Bullying Program.
5. We have partnerships with outside organizations to provide teachers with professional development opportunities linked to Positive Behavior Interventions and Supports. Staff members will attend the professional development sessions throughout the year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The School Counselor and Administration will conduct three PBIS school-wide Assemblies throughout the 2013-2014 school year.
- Parents will receive a daily behavior color from the classroom behavior management chart.
- Monthly newsletters are sent home to all parents will indicate the number of 3B tickets received by the class that month.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. Strategies/activities that encompass the needs of identified subgroups

1.

5. Key personnel and other resources used to implement each strategy/activity

1.

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6.

7. Timeline for implementation and completion including start and end dates

1.

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Read Aloud, Interactive Read Aloud, Shared Reading, Guided Reading, Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, Reading Language Experience, Writing Language Experience, Foundations	Small group instruction and one-to-one tutoring	Before school during extended time and during school
Mathematics	Guided Math, Go Math! RTI Activities, Soar to Success Math	Small group instruction and one-to-one tutoring	Before school during extended time and during school
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk Counseling (Guidance Counselor/Social Worker)	Small group instruction and one-to-one tutoring	During school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

• **Recruitment**

1. Partnership with local colleges

P.S. 209 has partnered with faculty advisors from local colleges to recruit highly qualified candidates.

Interviews/Demonstration lesson are conducted from March-June.

2. Advertising

P.S. 209 advertises job openings through the Open Market System and recruitment websites. Advertisements are posted from March-June.

3. Incentives

P.S. 209 is considered one of NYC's highest-need schools, therefore, NYCDOE offers the state funded Teachers of Tomorrow grant as a recruitment incentive for new teachers.

• **Assignments**

Staff assignments are strategically planned based on teacher experience, school-wide goals, student needs and new hires. All new staff members are assigned a mentor and buddy teacher to promote the development of new teachers and to improve student learning. To decrease the teacher to student ratio all kindergarten and first grade classrooms are assigned two teachers for 30 periods a week.

• **Professional Development**

All teachers, in consultation with administration and coaches, set professional goals. To further support teachers in meeting their professional goals, the school engages staff in instructional rounds: 6-8 week cycles of one-on-one professional development support. During the instructional rounds a teacher meets with the coach, Aussie Consultant and/or a member of the administration team to hone in on a specific area of instructional practice that needs improvement. In addition, all teachers are supported through weekly teacher team meetings and professional learning sessions lead by the instructional support team. The well-organized system of supporting teachers' professional growth and development has led to high quality classroom instructional practices.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Staff members engage in one to one instructional rounds to support teachers with planning and implementing Common Core standard based lessons.
- Teacher teams meet to analyze student work and plan next steps to assist students in meeting grade level standards facilitated by the educational consultant.
- CCSS related external professional development sessions are offered to all staff

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I funding is used to purchase instructional materials for Students in Temporary Housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Implement instructional approaches that ensure that teaching is designed to enhance development and learning.
- Providing Professional Development opportunities that promote congruency of curriculum.
- Provide Kindergarten teachers with baseline and endline assessment data.

Measures to Include Teachers in Decisions Regarding Assessments

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

- Grade Level representatives meet periodically to discuss the assessment used and the results of these assessments.
- Professional Development/Inquiry Team weekly meetings are grounded in student assessment results. The focus of these meetings is to provide support in “norming” the assessment, analyzing the data to plan differentiated instruction and monitor student progress.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- participation in the ALLL program through LEAP.
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Public School 209's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Public School 209 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Public School 209's

SCHOOL-PARENT COMPACT

Public School 209, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- The Principal conducts a State of the School Address three times per year to present student data, share findings, and discuss school-wide implications.
- The ELL Coordinator holds conferences with each parent periodically throughout the year. At this conference ELL progress reports are distributed to families.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- Classroom teachers host "Writing Celebrations" where parents are invited to celebrate the progress their child is making within units of study aligned to the CCSS.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- The PS 209 Parent Committee designs and conducts Parent Workshops across curriculum areas to provide families with information and resources to assist students.

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- follow P.S. 209’s 3B’s: Be Respectful, Be Responsible and Be Safe.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

-

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 209
School Name P.S. 209		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Anne Keegan	Assistant Principal Patricia Coulter
Coach Christine Calvi	Coach
ESL Teacher Elizabeth Flanagan	Guidance Counselor Rebekha Morris
Teacher/Subject Area Theresa Kovar/SE Coordinator	Parent
Teacher/Subject Area	Parent Coordinator Elsa Valentin
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	251	Total number of ELLs	66	ELLs as share of total student population (%)	26.29%
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Part II: 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in	3													3
Pull-out		3	3											6
Total	3	3	3	0	9									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	66		23							66
Total	66	0	23	0	0	0	0	0	0	66

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	20	16											64
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1												2
TOTAL	29	21	16	0	0	0	0	0	0	0	0	0	0	66

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	15	1	1											17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	10	6												16
Advanced (A)	25	8												33
Total	50	15	1	0	0	0	0	0	0	0	0	0	0	66

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

P.S. 209 is a PreK-2 school, and therefore our students do not take the ELA, Math, Science, or Social Studies exams. P.S. 209 uses Running Records to assess reading and Standards Based Rubrics to assess writing, math, and the content areas. We have included our yearly school wide data from the 2012-2013 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 2013, 51.78% of the ELLs we have data for were at or above grade-level expectations (level 3 or 4). Of the remaining 48.2%, 28.57% were at level 2 and 19.64% were at level 1. This information has been vital in looking at the structure of our ESL program. This year 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, 10.45% of students at P.S. 209 are at level 1 and 14.09% are at a level 2. Therefore, it is apparent that ELLs are averaging 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 48% of our ELL population scored a level 3 or level 4. 37.5% scored a level 2. That leaves 14.3% on a level 1. This year there will continue to be a focus on moving the students who are below benchmark in writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Overall, the majority of our students are testing at the advanced level on the NYSESLAT (53% of students who took the 2013 NYSESLAT). On the LAB-R, 54% of students scored at a beginner/intermediate level and 46% scored at an advanced level during Fall 2013. Our NYSESLAT data shows that 69.5% of students who took the NYSESLAT in 2012 increased levels on the 2013 NYSESLAT. The data also shows that our students are performing better in the areas of listening and speaking than reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
RNMR report is not available as of today (November 15, 2013)
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Please see # 2 for student results from the 2013 NYESESLAT for the ESL program. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
K-2 classroom teachers use formative and summative assessments as a universal screening to determine which students are in need of additional support across all subject areas. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning through small group instruction. Students who are still struggling will then transition into one to one tutoring during extended time in the area of need.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At P.S. 209 we infuse the four English language modalities into daily lessons across content areas. Instruction for ELLs consists of total physical response, props, and realia to help students acquire an understanding of key words. Teachers use the language experience approach to encourage a natural recognition of grammatical elements in sentences, and provide opportunities for

dramatization. This year there is a focus on generating genuine discussion among students in every class. Teachers at P.S. 209 are working towards this daily by planning lessons that provide students the opportunity to develop language fluency and demonstrate their second language production skills. The ELL coordinator collaborates with all teachers to ensure that comprehensible input is provided for all ELLs across content areas.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our programs for ELLs are based on the NYSESLAT scores, endline data collected in each of the content areas at the end of the school year, as well as ESL unit assessments which is based on the ESL curriculum. This data helps us notice trends and adapt instruction to focus on areas of academic need.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. The HLIS is administered by the ESL Coordinator. If a parent checks off a language other than English on one question in questions 1-4 and two questions in questions 5-8, the student is eligible to be tested for ESL services. The ESL Coordinator conducts an informal oral interview with the parent and child to determine what language is spoken at home most of the time, what language the parents speak with their child, what language the child speaks and uses with family and friends. The interview consists of questions aimed at determining student's language dominance. 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 indicates the correct home language code and signs each HLIS. 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. The LAB-R is given to all students whose home language is determined to be something other than English. Students who score below the cut score on the LAB-R and whose home language is Spanish are then given the Spanish LAB, which is administered by a bilingual pedagogue. 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. To ensure that all ELL students are administered the NYSESLAT, the ESL Coordinator refers to the RLER report on ATS. This report lists the students who are eligible for the NYSESLAT. To ensure the all ELL students are administered each of the four components of the NYSESLAT, the ESL Coordinator creates a checklist for each student. Once the student has taken each component, that component is checked off and packaged accordingly. Once all testing is complete the ESL Coordinator with the assistance of another pedagogue check all testing materials to ensure that each student has taken all four components of the test.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual,

Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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. This orientation for parents of English language learners is held within 10 days of student admittance. 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 option 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 main office, another copy is kept by the ESL Coordinator in the ESL room, and the original stays in the student's cumulative folder, which all classroom teachers keep in their classrooms. At this time P.S. 209 does not have a bilingual program. If a program becomes available in the future, parents who have chosen the TBE program will be contacted through letters home, phone calls, and meeting and or conferences with the ESL Coordinator. All materials sent home will be translated into the parent's native language. All in-person correspondence will be conducted with the assistance of a translator, if needed.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

If a child is entitled to services, based on their LAB-R score, the ELL coordinator sends an entitlement letter home, and invites the parent to an ESL orientation. If the child is not entitled, the ELL coordinator sends a non-entitlement letter. Copies of the letters are maintained in an ELL compliance binder. At the ESL parent orientation, the parent survey and selection forms are distributed. Parents are given the option of completing the survey at home, or at the school. With the help of the parent coordinator, the ESL coordinator collects all completed parent surveys and selection forms from parents. The original form is placed in the child's cumulative record, and copies are kept on file in the ELL compliance binder. A letter is sent to parents confirming child's placement in ELL program according to their selection and documentation is maintained in ELL compliance binder. For students who continue to be entitled to ESL services based on their NYSESLAT scores, a continued entitlement letter is distributed to parents. Copies of the letters are kept on file in the ESL compliance binder. 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 the necessary information about the ELL program options.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. The placement of ELLs into a Transitional Bilingual Education program, Dual Language program, or freestanding ESL 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 in their native language. 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 about the three programs available in NYC. Once the parent returns the parent option form, the child is placed in the program of their choice. All information and materials presented to parents is translated into their native language. Translators are available at all parent meetings and conferences, if needed. The ESL coordinator is responsible for entering parent choice information, based on the program selection forms, into the ELPC screen in ATS within 20 days of enrollment. In September the ESL coordinator also reaches out to parents of students who continue to be entitled to ESL services based on their NYSESLAT scores via a continued entitlement letter. Copies of the continued entitlement letters are kept on file in the ELL compliance binder.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for program choices at P.S 209 has overwhelming been the Freestanding ESL program. During the 2011-2012 17 out of 17 (100%) parents of newly admitted ELL students opted for the Freestanding ESL program. During the 2012-2013 school year 19 out of 19 (100%) parents of newly admitted ELLs opted for the Freestanding ESL program. Currently, during the 2013-2014 school year 29 out of 29 (100%) parents of newly admitted ELLs 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. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Currently PS 209 is offering a combination of pull-out and push-in Freestanding ESL services to all of its ELLs. Pull-out groups are grade-level specific and at times ungraded. These groupings are heterogenous and instruction is differentiated based on student needs and English language proficiency levels. When implementing the push-in model all groups are heterogenous by grade level.

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)?

Beginner and Intermediate ELLs in first and second grade receive 8 periods of pull-out ESL which totals 360 minutes. Advanced level ELLs in second grade receive 4 35-minute periods of pull-out ESL and 1 45 minute period of pull-out ESL which totals 185 minutes. Advanced level ELLs in first grade receive 4 45 minute periods of pull-out ESL which totals to 180 minutes. In Kindergarten, all ELLs receive push-in services for 8 periods per week which totals 360 minutes. All students receive at least 10 (45 minute) periods of ELA instruction per week, for a total of 450 minutes. This is done through the balanced literacy approach which includes interactive read-alouds, shared reading, guided reading, independent reading, modeled writing, shared writing, interactive writing and independent writing within their mainstream classroom. There is no NLA instruction offered in the mainstream classroom.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are taught in the mainstream classroom by the classroom teacher and the assigned specialist teacher, as well as through content-based units in the ESL classroom. P.S 209 uses a co-teach model in the areas of math and ELA within the mainstream classroom. This model allows for more small group and individualized instruction for students, including ELLs. During push-in periods the ESL teacher supports the instruction of the classroom teacher within the content areas by providing individualized and small group instruction with modifications for English Language Learners. During pull-out periods the ESL teacher provides students with support by teaching vocabulary, scaffolding lessons, and using manipulatives to make content information and language more comprehensible for ELL students prior to the start of the unit. These concepts are reinforced while students are involved in the content units as well. Students receive at least 5 sessions (45 minutes) of guided math per week within their classrooms. Students also receive multiple periods of science and social studies from their push-in specialist teacher per week. The ESL program is also infused with elements of student's cultural traditions and customs. The ESL Coordinator works with school staff to provide strategies for classroom teachers and specialist teachers to use when working with ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Newly admitted students who score below the cut scores on the LAB-R are administered the Spanish LAB to assess their native language proficiency. A bilingual pedagogue is also available to assess students in their native language on formative and summative assessments that are used throughout the content areas.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities of English acquisition in a variety of ways. For reading, running records are administered formally five times per year with interim assessments administered by classroom teachers to students who are displaying a lot of growth or students who are struggling. For writing we use a standards based check list that is aligned with the Common Core writing genres and measures student ability in terms of the writing process. Students' writing is evaluated using the check list after every unit (eight times per year) with three formal assessments that track baseline, midline, and endline writing data. Listening and speaking is assessed informally throughout the year through check lists and documented observations. Listening and speaking are also assessed formally three times a year with a baseline, midline, and endline assessment that mirrors the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction for ELL students is differentiated based on student proficiency and individual student needs.

6a. At the present time our school has no SIFE students

6b. The focus of instruction for newcomers with 0-3 years of service is becoming familiar 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.

6c. 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.

6d. At the present time our school has no long-term ELLs. PS 209 is a PreK-2nd grade school. We do not have any long term ELLs because students move on to other schools for 3rd grade and beyond.

6e. Instruction for former ELLs (in years 1 and 2 after testing proficient) is differentiated within the mainstream classroom through the use of visuals and picture cues, preferential seating, and kinesthetic support. All of our classroom teachers participate in professional development activities to prepare them to differentiate for their ELLs and former ELLs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL teacher uses a number of instructional strategies and materials to provide ELL-SWDs with comprehensible language instruction across the content areas. Teachers of ELL-SWDs scaffold lessons and activities, use pictures, manipulatives, and realia to develop vocabulary, and include physical movement during instruction to accelerate English language development and make language learning enjoyable and meaningful for ELL students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL teacher refers to ELL-SWDs IEPs to set goals and individualize instruction based on learning styles. The schedule is designed to meet the needs of ELL-SWDs within the classroom during push-in ESL and supporting content area learning during pull-out ESL. The curriculum for ELL-SWDs is scaffolded by designing and implementing multiple entry points within each lesson based on the needs and learning styles of each student.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			

Courses Taught in Languages Other than English *i*

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Science:				

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

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 and/ or math. 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. Students who need extra support in math and/or reading may also receive individualized instruction during guided math and/or guided reading. The classroom and specialist teachers work with small groups of students and focus on student needs within the targeted content area.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current ESL program involves a great deal of collaboration among all teachers to ensure that the needs of our ELLs are met in both content and language development. Through collaboration, the ESL teacher has the opportunity to immerse ESL students in content area vocabulary before a unit of study is introduced in the classroom. This builds confidence and background knowledge while motivating ESL students to participate in content area discussions. The push-in model allows the ESL teacher to support English Language Learners during shared language experience activities, guided reading, and writing activities which aim to engage students in reading, writing, listening, and speaking. In addition to the support given to ELLs by the ESL teacher, all classroom teachers and specialists are trained to include ESL entry points in every lesson plan.

11. What new programs or improvements will be considered for the upcoming school year?

We are currently considering the Imagine Learning program, a language and literacy software program designed to accelerate English learning. The focus of the program is oral language, academic vocabulary, and building reading skills with first language support. We are also researching programs and incentives for existing staff members who are interested in pursuing an ESL/bilingual license so that they can work more effectively with linguistically and culturally diverse students.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any ELL programs/services for the 2012-2014 school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are able to participate in all school programs if they are eligible for these service. These programs include Reading

Recovery, Extended Day 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 Coordinator 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, writing and/or math, or need extra instruction in these areas, 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 37.5 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. Students in Reading Recovery work 1:1 with the Reading Recovery teacher 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 meaningful language learning. Students 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 their 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 afterschool hours.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Within the past four years the addition of smart boards, Apple Macbook computers, Apple ipod Touches, and Apple ipads have provided new instructional 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. Native Language books, music, and bilingual programs and materials are available to support ELLs through the use of this technology.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. For students who enroll in the middle of the school year, we provide an opportunity for the students and parents to attend a meet and greet with teachers before the child's first day of school. During this time we review guidelines and expectations with the parents and students to ensure a smooth transition. The student is assigned a buddy in their class who will help the student become acquainted with the classroom procedures.

18. What language electives are offered to ELLs?

P.S. 209 does not offer language electives to our ELL students at this time, due to the lack of bilingual and dual language programs. If the wants and needs of our ELL parents and students change in the future we will reevaluate our program offerings.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL Coordinator will participate in professional development opportunities and workshops provided by the Children First Network HOT 104, Bronx and the NYC Department of Education's Office of English Language Learners. Our ESL Coordinator will also be receiving professional development with our Aussie Consultant, Literacy and Math Coach, and school-based instructional coach/mentor, which will focus on curriculum planning, instruction and assessment for ELLs. Common branch, special education and subject

area teachers receive professional development through ESL workshops during Faculty Conferences and PD opportunities on Chancellor

Conference Days. Paraprofessionals, secretaries, guidance counselor, psychologists, parent coordinator and related service providers receive professional development during ESL workshops provided during Extended Day time. These workshops focus on improving ELL

instruction. Common branch, special education and subject area teachers will also be working on adding ELL entry points to curriculum maps throughout each content area. This will take place during common planning periods.

2. All teachers at P.S. 209, including those who teach ELLs, are trained to support English Language Learners as they engage in the Common Core Learning Standards. Teachers meet regularly with a literacy consultant to embed entry points for ELLs in literacy activities. Teachers attend external professional development sessions that address the common core curriculum and turn key the information during faculty conferences and PD days. Teachers also address the common core standards as they relate to their ESL students during weekly grade level professional development and common planning. Teachers who participate in an ESL after school program also receive an additional 6-10 professional development sessions that focus on supporting ELLs.

3. 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 profile of the child's previous academic achievements. The guidance counselor also receives professional development in order to assist ELLs as they transition from one school to another. This includes helping ELL parents find and use resources that will help their children be successful as they transition from one grade to another. The guidance counselor is also available to assist parents in finding the appropriate services for their child within the community.

4. The ESL Coordinator will provide a minimum of 7.5 hours of ELL professional development training to all classroom teachers and support staff to improve the quality of instruction for our English Language Learners in the mainstream classrooms. Information and knowledge gained through Network meetings and workshops will be presented to the entire school staff, including all teachers and administrators who work with ELLs, during faculty conferences. ELL Professional development will also be given to all teachers during weekly common planning periods in which teachers work together with our Math/Literacy Coach and Aussie Consultant on unit and curriculum planning. Records of ELL trainings are kept on file in an ESL professional development binder by the ESL Coordinator. This includes agendas for each ELL training/workshop, sign in sheets, and any materials distributed during the training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 school year and are given information, in both English and Spanish, about the programs available at our school. In the beginning of the year, in addition to the mandated ESL parent letters, parents received a letter from the ELL coordinator welcoming all parents to meet with her at any time to discuss the progress of their child. Throughout the year the ESL teacher is in contact with the parents via a monthly ESL parent newsletter which provides resources for ESL students and information about the current unit of study. 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.
 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 literacy resources 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. All materials distributed at parent workshops and or trainings are translated into parent's native language(s). A translator is available at all workshops to translate into parent's native language (s), if needed.
 3. The needs of parents are evaluated through the use of Parent Surveys, which are distributed at least twice a year. Parents are also able to express their needs by attending and participating in parent workshops, which are held each month. The Parent Coordinator works with the parents and teachers to create workshops and events that correspond to parent's needs. The Parent Coordinator speaks with parents on a daily basis and conveys their wants, needs, and concerns to the teachers and administration. 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. All materials distributed at parent workshops and or trainings are translated into parent's native language(s). A translator is available at all workshops to translate into parent's native language (s), if needed. All parent surveys and information sent home to parents are also translated into their native languages.
 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.). All materials distributed at parent workshops and or trainings are translated into parent's native language(s). A translator is available at all workshops to translate into parent's native language (s), if needed.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 209

School DBN: 10X209

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne Keegan	Principal		
Patricia Coulter	Assistant Principal		
Elsa Valentin	Parent Coordinator		
Elizabeth Flanagan	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Christine Calvi	Coach		
	Coach		
Rabekah Morris	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X209 School Name: Public School 209

Cluster: DSSI Cluster 1 Network: CFN HOT 104

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, the student registration form and the emergency contact form completed during the registration process, the school assesses the language needs of all students and parents at P.S. 209. The school inputs the information gathered from these forms into ATS, which generates the RPOB report. The RPOB report is analyzed to determine the spoken and written language preferences of all our parents at P.S. 209.

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

P.S. 209 has used the aforementioned ATS report to assess the language needs of the students and parents at our school. Out of 251 parents, 118 prefer Spanish as their primary language, 128 prefer English as their primary language, 2 prefer Fulani as their primary language, and 2 parents prefer Soninke as their primary language. 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 as well as parent volunteers who are available to assist families with questions and concerns. These findings are reported to the school community through monthly PTA meetings, School Leadership Team meetings and the Quarterly State of the School address. The school's translation and interpretation policy is explained to and discussed with parents during these meetings.

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 and parent volunteers (when available). 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 as well as parent volunteers 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 than 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 Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 209 posts signs (in all primary language of families at P.S. 209) in the main lobby of the building which indicate translation and interpretation services are available at the school. The school ensures that every parent's language needs are met. Staff members and parent volunteers are available to assist with translation and interpretation services on a daily basis. All parents are notified of their right to receive translation and interpretation services during the registration process and as indicated on the school's monthly calendar. In cases where the parent's language preference is not available at the school, the translation and interpretation unit is contacted to assist with any translation and interpretation needs. The Parent's Bill of Rights and Responsibilities is distributed to parents each year and discussed annually. The school's safety plan is also reviewed annually and available to all parents upon request.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 209	DBN: 10x209
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 57
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S 209's language instruction program for limited English proficient (LEP) students will include a before and after school ESL program. The program will focus on building students' skills in the areas of listening, speaking, reading, and writing through the use of creative 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 to help students gain fluency in the English language. Materials such as books on tape, listening centers, and hands-on language building activity supplies will be used to enhance student learning through interactive activities such as "how-to" projects. The program will also focus on NYSESLAT preparation, to help the students become familiar with the format, skills and language needed to be successful on this assessment. Students will practice NYSESLAT skills by using the Empire State NYSESLAT workbooks. The program will run from January 8, 2013 to March 2013. The program will meet 3 times a week for one hour a day, and will serve 57 ELL students throughout grades K-2. All instruction will be in English. The program will be staffed by the ESL Coordinator, who holds an initial certification in teaching ESL (PreK-12) as well as 4 common branch teachers. The program will operate using a push-in model. The ESL Coordinator will teach the main lesson to a group of 20-25 students and the common branch teachers will then work with a 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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ESL Coordinator will participate in professional development opportunities provided by the Network (CFN-6), Fordham RBE-RN workshops, and the Office of English Language Learners, 4-6 times each school year. The coordinator will turnkey information received from outside PD sessions to common branch teachers in the Title III program. This will be done through ESL Professional Development sessions which will take place 4 times during the 2012-2013 school year. The focus of the PD will be to improve the quality of instruction for our English Language Learners. Topics will include NYSESLAT preparation, oral language acquisition as well as supplemental interactive and hands-on ESL lessons/activities. A study group will also be created as part of the ESL professional development program. The staff members involved in the PD program will be reading and discussing the text: Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom by: Pauline Gibbons. There will be 4 ESL Professional Development sessions for Title III staff.

Part C: Professional Development

The dates are as follow: December 21, 2012, January 18, 2013, February 15, 2013, and March 22, 2013. The ESL Coordinator will also participate in cycles of Professional Development provided by the school’s Literacy/Math Coach, AUSSIE Consultant, and administration. The goal of the PD cycles will focus on improving student learning, student assessment and teacher practice.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Non-fiction and fiction books will be used to help build literacy skills and vocabulary within the before and after school program and will be available for students to use at home. We will also have Lending Library program for parents to borrow English and native language books (print and book on tape) to use with their children at home to help build literacy skills and vocabulary for both students and their parents. There will be 3 ESL parent workshops offered to parents of ELLs. These workshops will be focus on topics based on parent needs. A survey will be distributed to parents at the beginning of the ESL afterschool/before school program to gather information regarding what parents need assistance with. Tentative topics for these workshops will include: NYSELSAT Preperation, Using music and dance to learn, and Hands on Learning. The tentative dates of the ESL Parent workshops will be: January 28, 2013, February 25, 2013, and March 18, 2013. Translation and interpretation services will include a interpretator at all parent workshops as well as translated materials sent home and given out during the workshops.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		