

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **10X209**

**School Name:**                       **P.S. 209**

**Principal:**                             **ANNE KEEGAN**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Public School 209 School Number (DBN): 10X209  
Grades Served: Pre Kindergarten – Second Grade  
School Address: 317 East 183<sup>rd</sup> Street Bronx, NY 10458  
Phone Number: 718) 364 – 0085 Fax: (718) 364 - 9548  
School Contact Person: Christine Calvi Email Address: [CCalvi@schools.nyc.gov](mailto:CCalvi@schools.nyc.gov)  
Principal: Anne Keegan  
UFT Chapter Leader: Jocelyn Witherell  
Parents' Association President: Denise Garcia  
SLT Chairperson: Jocelyn Witherell  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Pamela Athanassiou  
Student Representative(s): N/A  
N/A

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: One Fordham Plaza #835 Bronx, NY 10458  
Superintendent's Email Address: MMashel@schools.nyc.gov  
Phone Number: (718) 741 - 5852 Fax: (718) 741 - 7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: (718) 828-6280

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anne Keegan	*Principal or Designee	
Jocelyn Witherell	*UFT Chapter Leader or Designee	
Denise Garcia	*PA/PTA President or Designated Co-President	
Fay Adams	DC 37 Representative (staff), if applicable	
Pamela Athanassiou	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Calvi	Member/ Staff	
Theresa Maguire Kovar	Member/ Staff	
Cutberto Juarez	Member/ Parent	
Evelyn Asiedu	Member/ Parent	
Carolina Rodiles	Member/ Parent	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Behind the doors of Public School 209 you will find a genuine and diverse community of learners and educators that continuously strive toward a higher standard of academic achievement and foster a healthy, safe, and supportive learning environment.

P.S. 209 is committed to providing our children with an education that inspires them to dream big using their imagination to reach their goals and find their passion in life. We plan to instill values in our children that teach them to never give up on their future and always stay focused on what matters most. We will teach our children that they have to actively seek out their life's purpose and that success does not come without a tremendous amount of hard work. We will assist our children in becoming good citizens who are committed to working together to improve our world. We will show our children that failure is not an option and expect them to give 100% each and every day. We will learn alongside them and hold ourselves accountable to putting our children first at all times. It is our mission to transform the life of every child who attends P.S. 209 and open doors to opportunities they never knew were possible. Our children will leave here college bound with the understanding that they can and will accomplish all of their goals in life.

We believe we can achieve this vision by creating a safe, nurturing, structured and fun environment for our students. We expect that all of our children will meet or exceed the Common Core Learning Standards for their grade level by the end of the school year. We will accomplish this through extensive internal and external learning opportunities, curriculum planning, teamwork, collaborative problem solving, rigorous instruction, and high-quality professional development for our staff.

Our goal is to provide our students with additional cultural experiences to support and enhance our integrated curriculum. These partnerships include Literacy Without Walls, Fusha Dance Company, Dance Waves, Striking Viking Story Pirates, Fordham Library, Bronx Zoo, and the Police Athletic League. The experiences planned with these partnerships immerse our students in areas of study aligned with the standards based curriculum. Therefore, providing them with the tools necessary to be successful in their units of study.

As per parent feedback, we are conducting monthly Common Core In Action parent workshops during the 2015-2016 school year for grades Pre K-2 across all curriculum areas. These workshops provide parents with information on their child's grade level common core requirements and the opportunity to view a standard's based lesson in their child's classroom. The goal of the workshops is for parents to have a deeper understanding of the major work of the grade in order to support their child at home.

Our key area of focus for the school year is evidentiary support. If teachers use the Conditions of Learning to plan and implement instruction focused on teaching students to use evidence to support their thoughts, reactions and opinions to what they read and what they write, then the students will read, think and explain their ideas, using textual evidence to support their ideas. The students will also reflect on what they have read, their newly acquired knowledge or opinion and demonstrate this through written responses that will illustrate their understanding of the author's central message. As a result, our ELA MOSL data will increase by 3%, our Writing Summative Data will increase by 3%, and our Math MOSL data will increase by 3%.

Over the past year we have made great progress in Strong Family Community Ties by implementing nine Common Core in Action Parent Workshops at each grade level. Parents are invited into our school each month and take part in a classroom lesson with their child focusing on specific Common Core standards. We are committed to building strong partnerships with parents and community members through these educational opportunities.



## 10X209 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K ,01,02	Total Enrollment	259	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.8%	% Attendance Rate	94.0%	
% Free Lunch	95.2%	% Reduced Lunch	1.2%	
% Limited English Proficient	26.3%	% Students with Disabilities	26.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	15.5%	
% Hispanic or Latino	84.1%	% Asian or Native Hawaiian/Pacific Islander	N/A	
% White	0.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.43	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	3.09	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 
- In June of 2014 the average student percentile rank for students in K – 2 was 71% as measured by the student’s MOSL using the Fountas and Pinnell benchmark assessment.
  - In June of 2015 the average student percentile rank for students in K – 2 was 75% as measured by the student’s MOSL using the Fountas and Pinnell benchmark assessment.
  - In June of 2015 84.62% of students in grades K – 2 were reading at or above the end of year grade level standard.
  - Fountas and Pinnell running record assessments are administered six times throughout the year to monitor student’s progress in reaching our annual goal.
  - According to the Citywide Instructional Expectations schools must ensure knowledge of students and their work, and use this knowledge as the starting point for planning (Quality Review Rubric Indicators -1.2, 1.4, 2.2, 5.1, Danielson’s Framework for Teaching components - 1e, 2a, 2d, 3c, 3d, Capacity Framework Elements – Rigorous Instruction, Collaborative Teachers, Effective School Leadership, and Trust).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Annual Goal:** By June 2016, the average Reading MOSL percentile rank will increase by 3% from 75% in June 2015 to 78% in June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Periodic Assessment Meetings</b> – Teacher teams meet with the Instructional Leadership Team to discuss whole class, sub group, and individual student progress and next steps.</p> <p><b>Co Teach/Push In Guided Reading Model</b> – Provide all children with targeted small group instruction in reading 4-5 times per week.</p> <p><b>After School Targeted Instruction in grades K - 1</b> – All Kindergarten and First Grade teachers will develop an RTI Plan to provide targeted intervention services to children in the bottom third.</p> <p><b>After School</b> - All second grade students will be invited to attend a 40 minute after school program that meets three times a week to build student’s stamina in independent reading and comprehension skills.</p> <p><b>LightSail/Storia/IXL</b> –LightSail, Storia, and IXL licenses and I Pads were purchased for all classrooms to increase the amount of time spent</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual, Pre K - 2nd Grade Teachers</p>	<p>6-8 Week Assessment Cycles during the 2015 – 2016 School Year</p> <p>September 2015 – June 2016</p> <p>January 2016 – June 2016 three times a week</p> <p>January 2016 – June 2016 three times a week</p> <p>September 2015 – June 2016</p> <p>Daily throughout the 2015-2016 School Year</p> <p>Daily throughout the 2015-2016 School Year</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School</p> <p>Leadership Team, PTA, Students</p>

<p>independently reading. The classroom teacher monitors students' daily progress.</p> <p><b>Foundations</b> - Based on the 2015 end of year needs assessment and the results of the 2014 kindergarten pilot, Foundations is being implemented in all K-2 classrooms on a daily basis.</p> <p><b>Independent Reading</b> - A revised homework policy was implemented. Students are required to read or be read to for 30 minutes each night.</p>			
<p><b>Inquiry</b>– Teacher's will analyze student data in Reading using the Here's What, So What, Now What Protocol. Goals based on student data will be set every 6-8 weeks and progress will be monitored throughout the cycle.</p>	<p>Students: Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>6-8 Week Assessment Cycles during the 2015-2016 School Year</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers</p>
<p><b>Parent Workshops</b> - Common Core in Action workshops are conducted by grade level teachers focusing on the different areas in reading (Guided Reading, Shared Reading, Independent Reading, Foundations) parents are provided with an explanation of these daily components, view a demonstration lesson in their child's classroom, receive at home resources, and have all questions answered.</p> <p><b>Parent Resources</b> - Parents are provided with lending library books, reading strategy bookmarks, Light Sail/Storia log-ins, sight word flash cards, and Foundations flash cards to use with their students at home.</p> <p><b>Lending Library</b> – Parents and students are invited in on Tuesday afternoons to read with their classroom teacher and borrow additional lending library books in English and Spanish.</p>	<p>Parents, Students, Student With Disabilities, English Language Learners</p>	<p>Monthly throughout the 2015-2016 school year</p> <p>Monthly throughout the 2015-2016 school year</p> <p>Weekly throughout the 2015-2016 School Year</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Paraprofessionals</p>
<p><b>Continue to implement the school-wide instructional focus</b> (Evidentiary Support) embedded in our <b>School Improvement Plan, Curriculum and Daily instruction.</b></p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual, Staff, Administration</p>	<p>September 2015 – June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>

Develop a Professional Development Plan that incorporates our needs assessment results, instructional focus, the instructional shifts and the capacity framework.		June 2015 – June 2016	
---	--	-----------------------	--

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Classroom coverage, Guided Reading materials, Core Curriculum materials, i-pads, Light Sail, Storia, Translation Services											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Staff members will monitor progress and adjust instruction after each assessment cycle. They will document their findings through identifying the problem, action, result and next steps (individual, class, grade level and school-wide) every six to eight weeks.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 
- In June of 2014 the average percentile rank for students in K – 2 was 57% as measured by the student’s MOSL Performance Task levels.
  - In June of 2015 the average percentile rank for students in K – 2 was 55% as measured by the student’s MOSL Performance Task levels.
  - As of June 2015, 61.54% of our students were meeting the grade level math standards. This was a 1.06% increase from June 2014.
  - The GO Math Program was restructured to address the large range of developmental stages within our classrooms.
  - ECAM assessments and centers were implemented in all classrooms during the 2014-2015 school year. As of June 2015, 81% of the students in Kindergarten – Second Grade reached developmental levels C through D on the Early Childhood Assessment in Mathematics Developmental Continuum in the domain of Numeration. This is a 38% increase from September of 2014.
  - According to the Citywide Instructional Expectations schools must ensure knowledge of students and their work, and use this knowledge as the starting point for planning (Quality Review Rubric Indicators -1.2, 1.4, 2.2, 5.1, Danielson’s Framework for Teaching components - 1e, 2a, 2d, 3c, 3d, Capacity Framework Elements – Rigorous Instruction, Collaborative Teachers, Effective School Leadership, and Trust).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**ANNUAL GOAL (2015-2016):** By June 2016, the average Math MOSL percentile rank will increase by 3% from 55% in June 2015 to 58% in June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Continue Professional Learning Teams</b> that incorporate our needs assessment results, instructional focus, the instructional shifts and the capacity framework.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>September 2015-June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>
<p><b>Differentiated teams will engage in action research</b> focusing on the Common Core Instructional Shifts: Deep Understanding and Application.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>6-8 Week Assessment Cycles during the 2015-2016 School Year</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>
<p><b>Math Co-Teach/Push-In Model</b>– Provide all children with daily targeted small group instruction in math.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>September 2015 – June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>
<p><b>ECAM</b>- Based on the 2013-2014 needs assessment, ECAM assessments and centers will be implemented and designed to meet the developmental needs of all students. ECAM assessments will be administered every 6-8 weeks. ECAM centers will be designed and implemented daily based on the data findings.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>September 2015-June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>
<p><b>Extended Time Tutoring in grades K - 1</b> – All Kindergarten and First Grade teachers will develop an RTI Plan to provide targeted intervention services to children in the bottom third.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>January 2016 – June 2016 three times a week</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>
<p><b>IXL</b> – IXL licenses were purchased for Kindergarten - Second Grade to support students in meeting the Common Core Learning Standards for their grade level.</p>	<p>Students, Whole School</p>	<p>March 2016 - June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>

<b>Math Fluency</b> - A revised homework policy was implemented. Students are provided with flashcards and are required to practice ten minutes per night to increase their math fluency.	Students, Whole School	September 2015 - June 2016	Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students
---	------------------------	----------------------------	--

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Classroom coverage, IXL, ECAM materials, Core Curriculum materials, instructional manipulatives, Translation Services											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Staff members will monitor progress and adjust instruction after each assessment cycle. They will document their findings through identifying the problem, action, result and next steps (individual, class, grade level and school-wide) every six to eight weeks.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- In June 2015, 75% of Kindergarten students reached proficiency on PS 209’s standards based writing rubric in the area of revision.
  - In June 2015, 32.31% of Grade 1 students reached proficiency on PS 209’s standards based writing rubric in the area of revision.
  - In June 2015, 78.13% of Grade 2 students reached proficiency on PS 209’s standards based writing rubric in the area revision.
  - The area of revision had the lowest average proficiency rate compared to the other components of the writing rubric (Purpose/Audience, Ideas/Planning, Organization, Language Features, Conventions).
  - According to the Citywide Instructional Expectations schools must ensure knowledge of students and their work, and use this knowledge as the starting point for planning. (Quality Review Rubric Indicators -1.2, 1.4, 2.2, 5.1, Danielson’s Framework for Teaching components - 1e, 2a, 2d, 3c, 3d, Capacity Framework Elements – Rigorous Instruction, Collaborative Teachers, Effective School Leadership, and Trust).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**ANNUAL GOAL (2015-2016):** By June 2016, the average student proficiency (Level 3) rate will increase by 3% from 63.35% in June 2015 to 66.35% in June 2016 in the area of revision.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Periodic Assessment Meetings</b> – Teacher teams meet with the Instructional Leadership Team to discuss whole class, sub group, and individual student progress and next steps.</p> <p><b>Co Teach/ Guided Writing Model</b> –Provide all children with targeted small group instruction in writing.</p> <p><b>Foundations</b> - Based on the end of year needs assessment and the results of the kindergarten pilot, Foundations is being implemented in all K-2 classrooms on a daily basis.</p> <p><b>Analysis of student writing</b> samples will take place two to three times per month during Teacher Team meetings following the Here’s What, So What, Now What protocol.</p> <p><b>Monitor and revise curriculum</b> based on assessment findings throughout the school year focusing on the area of revision.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>6-8 Week Assessment Cycles during the 2015-2016 School Year</p> <p>September 2015 – June 2016</p> <p>Daily throughout the 2015-2016 School Year</p> <p>Two to three times per month from November 2015-June 2016</p> <p>Units will be revised periodically throughout year and curriculum plans will be adjusted. Instruction will be planned using the pre/post assessment pieces for each unit</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>

<p><b>Develop a plan</b> to increase the amount of time students spend revising and editing their work in a unit of study.</p>		<p>eight to nine times per year.</p>	
<p><b>Inquiry</b>– Teacher’s will analyze student data in Writing using the Here’s What, Now What, So What Protocol. Goals based on student data will be set every 6-8 weeks and progress will be monitored throughout the cycle.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual</p>	<p>6-8 Week Assessment Cycles throughout the 2015-2016 School Year</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers</p>
<p><b>Parent Workshops</b> - Common Core in Action workshops are conducted by grade level teachers focusing on the different areas in writing (Writing Workshop, Guided Writing and Foundations). Parents are provided with an explanation of these daily components, view a demonstration lesson in their child’s classroom, receive at home tips, and have all questions answered.</p> <p><b>Parent Resources</b> - Parents are provided with student revision checklists, writing journals, and word walls.</p>	<p>Parents, Students, Student With Disabilities, English Language Learners</p>	<p>Monthly throughout the 2015-2016 school year</p> <p>Distributed at Monthly Common Core in Action Workshops and During the Four Parent Teacher Conferences</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Paraprofessionals</p>
<p><b>Continue to implement the school-wide instructional focus</b> embedded in our <b>School Improvement Plan, Curriculum and Daily instruction.</b></p> <p><b>Develop a Professional Development Plan</b> that incorporates our needs assessment results, instructional focus, the instructional shifts and the capacity framework.</p>	<p>Students, Whole School, Grade Level, Class, Subgroup, Individual, Staff, Administration</p>	<p>September 2013 – June 2016</p> <p>June 2015 – June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School Leadership Team, PTA, Students</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Classroom Coverage, Culture Days, Translation Services</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Staff members will monitor progress and adjust instruction after each assessment cycle. They will document their findings through identifying the problem, action, result and next steps (individual, class, grade level and school-wide) every six to eight weeks.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Teacher evaluations using Charlotte Danielson’s Framework for Teaching are used to conduct a comprehensive assessment of the school’s academic program.
- Observation Feedback and Instructional Round Logs indicate student performance trends, document teacher performance, and provide next steps for all staff members.
- During the 2014-2015 school year, all teachers participated in at least one professional development instructional round. Each teacher who currently works at P.S. 209 demonstrated growth in questioning and discussion as evidenced by their MOTP ratings. 93% of teachers increased their rating in the area of 3b from developing to effective and 7% of teachers increased their rating in the area of 3b from effective to highly effective during the 2014-2015 school year.
- In June 2015, a needs assessment survey was completed to determine the school’s and individual teacher’s professional development needs. The data collected influenced the Professional Learning Session topics and areas of focus for the current school year.
- According to the Citywide Instructional Expectations schools must develop a culture of collaborative professional learning that enables school and individual development (Quality Review Rubric Indicators -1.2, 1.4, 2.2, 5.1, Danielson’s Framework for Teaching components - 1e, 2a, 2d, 3c, 3d, Capacity Framework Elements – Rigorous Instruction, Collaborative Teachers, Effective School Leadership, Supportive Environment, and Trust).

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Annual Goal 2015-2016:** By June 2016, a calendar outlining year long cycles of Professional Learning Sessions aligned with our revised school-wide instructional focus will be designed and implemented. As a result, all staff will be engaged in weekly professional learning sessions.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop a school-wide calendar outlining each professional learning cycle.	All Staff Members	September 2015 – June 2016	Instructional Leadership Team, Administration, Classroom Teachers
PowerPoint presentations will be developed for each session outlining the overall cycle objective, the session’s objectives and the bridge to practice.	All Staff Members	September 2015 – June 2016	Instructional Leadership Team, Administration, Classroom Teachers
Units of Study and daily lessons will be adjusted to meet the needs of students with disabilities, English Language Learners, and additional high-need subgroups based on the newly acquired knowledge and theory from the professional learning session cycles.	All Staff Members	September 2015 – June 2016	Instructional Leadership Team, Administration, Classroom Teachers
Each professional learning session will include a “bridge to practice” in order to link the academic research and classroom instruction.	All Staff Members	September 2015 – June 2016	Instructional Leadership Team, Administration, Classroom Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Classroom observations and learning walks will take place routinely to ensure the Professional Learning Session topics are evident in all classrooms and during all lessons. Staff members will be surveyed at the end of each Professional Learning Session cycle and at the end of the school year. Data collected from the periodic and cumulative surveys will be analyzed in order to monitor and adjust upcoming sessions.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 43% of parents asked for additional parent workshops focusing on the Common Core Learning Standards as per the P.S. 209 Parent Survey.
  - 60% of parents asked for additional resources to support their students at home as per the P.S. 209 Parent Survey.
  - Thirty-six Common Core in Action Parent Workshops were held during the 2014-2015 school year focusing on grade specific Common Core standards. This is a 42.7% increase from the number of Common Core in Action workshops held during the 2013-2014 school year.
  - As per the New York City School Survey 96% of parents feel that they are given the opportunity to visit classrooms and observe instruction within their child’s classroom.
  - On average, eleven parents attended each Common Core in Action parent workshop per month.
  - According to the Citywide Instructional Expectations schools must develop a culture of collaborative professional learning that enables school and individual development. (Quality Review Rubric Indicators -1.2, 1.4, 2.2, 5.1, Danielson’s Framework for Teaching components - 1e, 2a, 2d, 3c, 3d, Capacity Framework Elements – Rigorous Instruction, Collaborative Teachers, Effective School Leadership, Supportive Environment, Strong Family Community Ties, and Trust).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent involvement for monthly Common Core in Action Workshops will increase by 5%.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Each grade level will conduct nine <b>Common Core in Action Parent Workshops</b>. A grade level representative will present the subject area and current unit to the parents. Alongside this information the school’s instructional focus and the related Common Core Standards will be unpacked. The parents will then visit a lesson in their child’s classroom.</p>	<p>Parents, Students, Classroom Teachers, Whole School, Grade Level, Class</p>	<p>October 2015-June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School</p> <p>Leadership Team, PTA, Parent Coordinator, Students</p>
<p><b>Parent Resources Incentive</b> - In conjunction with administration, teacher teams provide parents with at-home resources needed to support their children. Teachers demonstrate using the resources at each workshop to assist parents in using them at home.</p>	<p>Parents, Students, Whole School, Grade Level, Classroom Teachers</p>	<p>October 2015-June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, Paraprofessionals, School</p> <p>Leadership Team, PTA, Paraprofessionals, Parent Coordinator, Students</p>
<p><b>Teacher teams collaborate</b> to plan and implement the Common Core in Action Workshops.</p>	<p>Parents, Students, Whole School, Grade Level, Classroom Teachers</p>	<p>August 2015-June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School</p> <p>Leadership Team, PTA, Parent Coordinator, Students</p>
<p>Parents will be notified and reminded of the monthly Common Core in Action parent workshops through phone calls, letters home, monthly newsletters, and the monthly calendar. Additional strategies and incentives to increase attendance will be used to meet our goal.</p>	<p>Parents, Students, Whole School, Grade Level, Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Instructional Leadership Team, Administration, Classroom Teachers, School</p> <p>Leadership Team, PTA, Parent Coordinator, Students</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Classroom Coverage, Core Curriculum, Translation Services, Library Resources, Student Manipulatives, Teacher Made Materials											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The P.S. 209 Parent Survey will be distributed three times per year (October 2015, January 2016 and April 2016) to determine if parents’ needs are being met. Parents will also be surveyed at each monthly Common Core in Action workshop. The parents will be asked the following two questions; How are we doing and what can we do better? Based on the survey data adjustments will be made to the Parent Workshops.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas & Pinnell Running Record Benchmark Assessment	Guided Reading, Repeated Read Aloud, Interactive Writing, Language Experience Reading/Writing, Foundations, Reading Rescue	Small Group/One to One Tutoring	During the Day/After School
<b>Mathematics</b>	Go Math End of Unit Assessment/Early Childhood Assessment in Mathematics	Guided Math, ECAM Centers	Small Group/One to One Tutoring	During the Day/After School
<b>Science</b>	End of Unit Assessments  Student Observations	Repeated Readings, Modeled Writing, Interactive Writing, Language Experience Reading and Writing	Small Group/One to One Tutoring	During the Day
<b>Social Studies</b>	End of Unit Assessments  Student Observations	Repeated Readings, Modeled Writing, Interactive Writing, Language Experience Reading and Writing	Small Group/One to One Tutoring	During the Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEP Recommendations, Guidance Counselor and Teacher Recommendations	At-Risk Counseling/Mandated Counseling	Small Group/One to One Tutoring	During the Day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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.
<p>The following strategies and activities ensure our staff is highly qualified:</p> <ul style="list-style-type: none"> <li>• Partnerships with Local Colleges</li> <li>• Instructional Rounds</li> <li>• Network with colleagues</li> <li>• Advertise on NYC Open Market System and utilize NYC Teacher Finder</li> <li>• Internal and External High Quality Professional Development Opportunities</li> <li>• Teachers for Tomorrow program recruiting and sustaining well prepared, highly motivated certified classroom teachers</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The following strategies and activities for high quality professional development for teachers, principals, paraprofessionals and staff enable all students to meet the Common Core State Standards:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Teacher Team Meetings</li> <li>• Inquiry Studies</li> <li>• Professional Development sessions for Paraprofessionals</li> <li>• New Teacher mentoring</li> <li>• Peer to Peer coaching</li> <li>• Teacher Team Meetings</li> <li>• Curriculum Training</li> <li>• Intervisitations Amongst Staff Members</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

At P.S. 209 we prepare students transitioning into elementary school programs by building a strong collaboration between school and family through involving parents in hands on learning activities, community building activities, student updates, and maintaining an open line of communication. Parents participate in academic workshops, which are built upon in K-2. In addition, Pre Kindergarten assessments are shared with Kindergarten teachers and vertical planning takes place throughout the school year.

**4b. 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.

Our assessment design follows a cyclical model where assessment informs curriculum and instruction. In collaboration with administration, teachers design an Assessment Guide, which outlines the assessments that will be administered throughout the school year. This guide is revised on a cyclical basis. The teacher’s plan instruction and set student goals based on assessment data using the Here’s What, So What, Now What protocol.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
--------------	--	---	---

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	\$212,287	X	12, 14, 17, 19, 21
Title II, Part A	Federal	\$87,919	X	12, 14, 17, 19, 21
Title III, Part A	Federal	\$10,080	x	12, 14, 17, 19, 21
Title III, Immigrant	Federal	\$11,200	x	12, 14, 17, 19, 21
Tax Levy (FSF)	Local	\$1,627,489	X	12, 14, 17, 19, 21

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**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 the school. **Public School 209**, 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 the school and the families. The 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 the school community. **Public School 209**, 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;
- 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 the school community;

The school'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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The school 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;
- 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 (SPC) Template**

**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 on assessments.

#### **1. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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;

- conduct monthly Common Core In Action parent workshops;
- convening an Annual Title I Parent Meeting prior to October 30th 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;

*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;

*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;

**2. 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 30 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 to 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;

### 3. **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;
- follow the P.S. 209 pledge;
- be respectful, be responsible, be safe;
- always try my best to learn.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Public School 209</u>	DBN: <u>10X209</u>
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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: <u>6</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>5</u>

## 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 an 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 in order to support their language development. 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 materials will be used to enhance student learning through interactive activities. 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 test sophistication workbooks. The program will run from February 2014 to March 2015. The session dates will be as follows; 2/4, 2/5, 2/6, 2/11, 2/12, 2/13, 2/25, 2/26, 2/27, 3/4, 3/5, 3/6, 3/11, 3/12, 3/13, 3/18, and 3/19. The program will meet 3 times a week after school for one hour a day from 2:20 to 3:20 p.m. (17 sessions total) and will serve ELL students throughout grades K-2 at all proficiency levels. All instruction will be in English with embedded entry points for ESL learners. The program will be staffed by the ESL Coordinator as well as 7 common branch teachers. The ESL Coordinator and common branch teachers will receive a per-session rate of \$51.51 per hour. The program will operate using a push-in model. The ESL Coordinator will teach the main lesson to subgroups of students based on their proficiency level and areas of need. The common branch teachers will then work with a small group on an independent extension related to the main lesson. The program will take place in the cafeteria, where all groups will be present. The ESL Coordinator who holds the required ESL certification will team teach with each common branch teacher to support 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: \_\_\_\_\_ In order to improve the quality of instruction for our ESL students in the Title III program, all participating teachers will attend professional development sessions throughout the 2014-2015 school year hosted by the ESL Coordinator who holds the required ESL certification. The ESL Coordinator along with six common branch teachers will also participate in professional development opportunities provided by the Network (CFN-531), 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 as well as K-2 classroom teachers. This will be done through ongoing ESL Professional Development sessions which will take place throughout the 2014-2015 school year for all staff members. The goal of the Professional Development sessions will be to improve the quality of instruction for our English Language Learners while targeting areas of need based on the data findings from the AMAO estimator tool resulting in

**Part C: Professional Development**

increased student achievement. In addition these professional development sessions will focus on monitoring student progress through the analysis of formative assessments and planning differentiated instruction to meet the needs of our ELL population. Sessions will take place on December 22nd \_\_\_\_\_, 2014, January 20th \_\_\_\_\_, 2015, February 24th \_\_\_\_\_, 2015, and March 24th \_\_\_\_\_, 2015. All sessions will take place from 2:20 - 3:20 p.m. The sessions will follow the school's Here's What, So What, Now What protocol which will focus on analyzing student informal and formal assessment data, interpreting the results, and developing a plan of action to target the students needs.

**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: \_

-  
Parental involvement is a key component in raising student achievement. Kindergarten through second grade parent workshops, hosted by the Parent Coordinator, the ESL Coordinator who holds the required ESL certification and classroom teachers who participate in the Title III program holding a valid teaching license, will take place monthly for each grade level. These sixty minute sessions include information on Common Core Learning Standards, tools to help their children with homework, and demonstration lessons modeling entry points in all academic areas for English Language Learners. All workshops are given in both English and Spanish to ensure translation services are provided to all parents in need. The workshop topics include Guided Reading, Foundations, Repeated Read Aloud, Language Experience Reading, Shared Reading, Independent Reading, Writing Workshop, Math Workshop and differentiated centers, Social Studies and Science. We will also have a Lending Library program for parents to borrow English and native language books (print and books on tape) to use with their children at home to help build literacy skills, vocabulary and support language development. Parents are notified about both programs through translated monthly newsletters, phone calls, school calendar, and homework reminders.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>209</b>
School Name <b>Public School 209</b>		

### 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 ENL teacher, and one parent.

Principal <b>Anne Keegan</b>	Assistant Principal <b>Christine Calvi</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Jaclyn Illenye</b>	School Counselor
Teacher/Subject Area <b>Theresa Kovar/SE</b>	Parent <b>Pamela Athanassiou</b>
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	232	Total number of ELLs	77	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	77	<b>Newcomers</b> (ELLs receiving service 0-3 years)	77	<b>ELL Students with Disabilities</b>	33
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	77	0	33							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New 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	24	30	19											0
Chinese														0
Russian														0
Bengali	2													0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	7	1												0
<b>Emerging</b> (Low Intermediate)	3	3	3											0
<b>Transitioning</b> (High Intermediate)	8	7	7											0
<b>Expanding</b> (Advanced)	10	19	9											0
<b>Commanding</b> (Proficient)	19													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
P.S. 209 uses Fountas & Pinnell Running Records to assess reading and early literacy skills. The students are assessed 5-6 times per year to monitor progress and plan data based instruction. In the area of English Language Arts, the 2014 MOSL data showed that ELL achievement (69.8%) was comparable to the average MOSL percentile rank (71%). As of June 2015, our school based reading data showed that 77.82% of our K-2 ELL students met or surpassed the end of year reading benchmark for their grade level. This is an 11.66% increase from June 2014. This data supports the research based phonics program (Foundations) piloted for all students, including English Language Learners during the 2015-2016 school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
39.58% of the student population taking the NYSITELL or NYSESLAT are Expanding. Only 8.3% of students are Entering. 87.5% of the Entering students are currently in Kindergarten.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
In the past our school has used the AMAO estimator tool to analyze student growth from year to year. This year the tool was also used as an indicator of early warning signs. These warning signs are used to identify at risk students. The AMAO data confirmed majority of students are Expanding.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
    - 39.58% of the student population taking the NYSITELL or NYSESLAT are Expanding. Only 8.3% of students are Entering. 87.5% of the Entering students are currently in Kindergarten.
    - The results of ELL periodic assessments are used to plan instruction across academic areas and used to implement specific ELL entry points into whole group and small group lessons.

- c. School periodic assessments show a decrease in the performance gap between ELLs and non ELLs over the past year. Students are provided periodic assessments in their home language and have directions or questions translated when possible.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*] K-2 classroom teachers use formative and summative assessments as a universal screening tool 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 the after school program in their area of need.
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
At P.S. 209 we infuse the four English language modalities into daily lessons across all content areas. Instruction for ELLs consists of total physical response techniques, Sheltered Instruction Observation Protocol language and content objectives, as well as the use of realia to help students acquire an understanding of key words and content. Teachers use Balanced Literacy and 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 classroom.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?

N/A
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ELLs is based on the NYSESLAT scores, endline data collected in each of the content areas at the end of the school year, as well as interim assessments throughout the school year. This data helps us notice trends and adapt instruction to focus on areas of academic need as well as plan for the upcoming school year.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
The identification process includes multiple steps. First, the Home Language Identification Survey is administered by a licensed pedagogue. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. If eligible the student takes the New York State Identification Test. Last, newly identified ELLs who have a home language of Spanish are given the Spanish LAB. This is all completed within 10 school days.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
In order to determine SIFE status the oral interview questionnaire is administered. Students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish will have the Literacy Evaluation for Newcomer SIFE assessment administered. Students will be identified within the first 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).  
The Language Proficiency Team is formed to review evidence of the student's English language development. If the team recommends the student take the NYSITELL the student will take the assessment to determine his or her ELL status. The process will then continue as normal. If the team does not recommend the student take the NYSITELL the recommendation is then sent to the principal for review. Once reviewed the principal will determine if the student should or should not take the NYSITELL. If it is recommended the process will continue as normal. If the principal determines the student should not take the NYSITELL the determination is sent to the superintendent and the parents are notified within three days. If the superintendent determines the student should take the NYSITELL the process will continue as normal. If he or she decides the student should not take the NYSITELL the parent will be notified and the process is terminated. The LPT will consist of an Assistant Principal, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education, and the student's parent or guardian.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

An administrator with the assistance of the ENL teacher will ensure that all entitlement and non-entitlement letters are distributed within five days of the NYSITELL being scanned and a score being determined. The letters are sent home in the parents' preferred language. Time will be scheduled during the first five days to ensure the letters are distributed.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Upon receiving the entitlement letter, which is sent home in the parents' preferred language, parents will be notified by the school's ENL teacher of their right to appeal the ELL status within 45 days of enrollment. This information will also be reviewed at the parent orientation. Staff will be available to translate. Copies of the letters are maintained and kept by an administrator.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 ENL, and Dual Language), hosted by the ENL teacher and Parent Coordinator. 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 their preferred language. 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 ENL teacher 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 ENL teacher and Parent Coordinator to view the orientation 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 ENL teacher makes copies of the forms. One copy stays in a file in the main office, another copy is kept by the ENL teacher, and the original stays in the student's cumulative folder, which all classroom teachers keep locked in their classrooms. If a parent survey is not returned the default placement will be the bilingual program. 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 ENL teacher.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

If a child is entitled to services, based on their NYSITELL score, the ENL teacher sends an entitlement letter home and invites the parent to the orientation. Letters are sent home in the parents' preferred language. If the child is not entitled, the ENL teacher sends home a non-entitlement letter. Copies of the letters are maintained in an ENL compliance binder. At the 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 ENL teacher 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 ENL compliance binder. A letter is sent to parents confirming the child's placement according to their selection and documentation is maintained in the ENL compliance binder. For students who continue to be entitled to receive 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 ENL compliance binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

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 in the parents' preferred language) to ensure that all parents receive the necessary information about their ENL program options and have additional opportunities to view the orientation video, complete the parent survey and the program selection forms. The ENL teacher is responsible for keeping track of the returned surveys and forms. The ENL teacher and parent coordinator will contact the parents who have not returned the survey and/or form.

9. Describe how your school ensures that placement parent notification letters are distributed.

A school administrator, with assistance from the ENL teacher ensures that placement parent notification letters are distributed. Each classroom teacher hand delivers the notification letters to parents at arrival and/or dismissal. If contact has not been made the letters are placed in the child's book bag and a phone call home is made to notify parents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

A copy of all ELL documentation is kept on file in the ENL Compliance Binder which is maintained and kept by Christine Calvi, an assistant principal. All pertinent forms are copied and the originals are kept in the student's cumulative record. The ENL teacher, school secretary, and the administration have access to the ENL Compliance Binder.

11. 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.

The following steps are taken when administering the NYSESLAT to ELLs each year. First, we run the RLAT report from ATS. This report identifies all ELLs eligible to take the assessment. Next, the RLER report is run so that newly admitted students are not excluded. A testing memo is generated and distributed to all staff members. Information about the NYSESLAT and important upcoming dates are made available for all teachers and staff through our weekly bulletin. Parents are notified of the important dates and times to ensure proper notice. The official NYSESLAT calendar from the office of ELL is followed. The Listening, Speaking, Reading, and Writing subtests are administered according to the administration guidelines and the dates listed on the official NYSESLAT calendar. Staff members (Theresa Maguire Kovar, Jaclyn Illenye and Christine Calvi) attend training sessions offered by the Department of Education prior to test administration.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. A school administrator, with assistance from the ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed. Each classroom teacher hand delivers the notification letters to parents at arrival and/or dismissal. If contact has not been made the letters are placed in the child's book bag and a phone call home is made to notify parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for program choices at P.S. 209 has been the Freestanding ENL program. During the 2011-2012 17 out of 17 (100%) parents of newly admitted ELL students opted for the Freestanding ENL program. During the 2012-2013 school year 19 out of 19 (100%) parents of newly admitted ELLs opted for the Freestanding ENL program. During the 2013-2014 school year 29 out of 29 (100%) parents of newly admitted ELLs chose the Freestanding ENL program as their first choice. This past year, during the 2014-2015 school year 38 out of 38 (100%) of admitted ELLs chose the Freestanding ENL program as their first choice. The ENL teacher 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, three copies are kept on file. One copy is kept in the main office, one copy is kept in the ENL compliance binder, and the original is kept in the student's cumulative folder.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.  
All ELLs and former ELLs are grouped heterogeneously in two to three classrooms on each grade level. The students receive stand-alone ENL instruction and integrated ENL instruction as outlined in the CR Part 154 requirements for English as a New Language based on their ELL status. The students receive Stand-alone ENL to develop English language skills so that students can succeed in core content courses. The students also receive Integrated ENL instruction to build English language skills through content area instruction. ENL strategies are used to support English language development.
  - TBE program. *If applicable.*  
At this time we do not have a TBE program.
  - DL program. *If applicable.*  
At this time we do not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Entering ELLs will receive 2 units of study per week. One unit (180 min) of ENL will be delivered through stand alone ENL and one unit (180 min) of ENL will be delivered through integrated ENL totaling 360 minutes of ENL instruction per week.

Emerging ELLs will receive two units of study per week. Half of a unit (90 min) of ENL will be delivered through stand alone ENL. One unit (180 min) of ENL will be delivered through integrated ENL and a half of a unit (90 min) of ENL will be flexibly programmed through stand alone ENL or integrated ENL totaling 360 minutes of ENL instruction per week. Transitioning ELLs will receive one unit of study per week. A half unit of study (90 min) of ENL will be delivered through integrated ENL and another half unit (90 min) of ENL will be flexibly programmed through stand alone ENL or integrated ENL totaling 180 minutes of ENL instruction per week. Expanding ELLs will receive one unit of study per week. One unit (180 min) of ENL will be delivered through integrated ENL instruction per week. Commanding ELLs will receive one half of unit of study per week. A half of a unit (90 min) of ENL will be delivered through integrated ENL per week. All integrated units of study and flexibly programmed units of study will be in English Language Arts.

3. Describe how core content is delivered in each program model. 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.

Core content is delivered in the mainstream classroom by the classroom teacher and in most classrooms, the co-teacher as well. P.S. 209

uses a co-teach model in all classrooms. This model allows for more small group and individualized instruction for students, including ELLs.

Individualized and small group instruction with modifications for English Language Learners is provided within the classroom. The ENL teacher provides content area support through unit and lesson adjustments including an emphasis on vocabulary, scaffolding new content,

and the use of manipulatives are used to make content information and language more comprehensible for ELL students. In addition, native language supports are provided whenever possible. The ENL program is also infused with elements of student's cultural traditions

and customs. The ENL teachers work with school staff to provide professional development and host peer inter-visitations for classroom

teachers to share best teaching practices for ENL instruction. In addition, the entire staff has been trained in using the SIOP model for

addressing the academic needs of English language learners.

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

Newly admitted students who score below the cut scores on the NYSITELL and have a home language of Spanish 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 academic areas. Math assessments are also available in Spanish.

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 to six times per year with interim assessments administered by classroom teachers to students who are displaying growth or students who are struggling. For writing we use a standards based rubric that is aligned with the Common Core writing genres. Students' writing is evaluated using the rubric at the start and end of every unit with three formal assessments that track baseline, midline, and endline writing data. Listening and speaking is assessed informally throughout the year through rubrics 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. P.S. 209 is a PreK-2 nd grade school. We do not have any long term ELLs

because students move on to other schools for 3 rd grade and beyond.

6e. Instruction for former ELLs (in years 1 and 2 after testing proficient) is differentiated within the mainstream classroom and within

their ESL instruction through the use of visuals and picture cues, total physical response, Sheltered Instruction Observation Protocols

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

The protocol for the reidentification process is as follows; the school receives written request from the parent, documentation is reviewed, the student's work is reviewed in the home language and in English, the school may administer the NYSITELL of the original determination was that the students should not take the assessment, the school consults with the parent and or guardian, the school reviews the results of school based assessments, appropriate staff consults with the CSE if the student is a student with a disability, the school principal determines whether to change the ELL status or not, if the principal recommending a change to the ELL status the relevant documents are sent to the superintendent for review and a final decision, written notification of the decision is sent from the superintendent in the parents' preferred language, and all notifications and relevant documents are kept in the student's cumulative folder. An assistant principal and the ENL teacher manage the initial identification process as well as the re-identification process. Student progress is monitored on a cyclical basis for all students across academic areas. Every 6-8 weeks an assessment meeting is held to discuss the progress of students, determine next steps based on the data collected, and set short term goals to ensure the student's academic progress has not been adversely affected by the re-identification.

8. 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?

Our ENL teachers use 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.

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

ENL teachers refer 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 in order to support content area learning. 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 as well as using the Universal Design for Learning framework.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

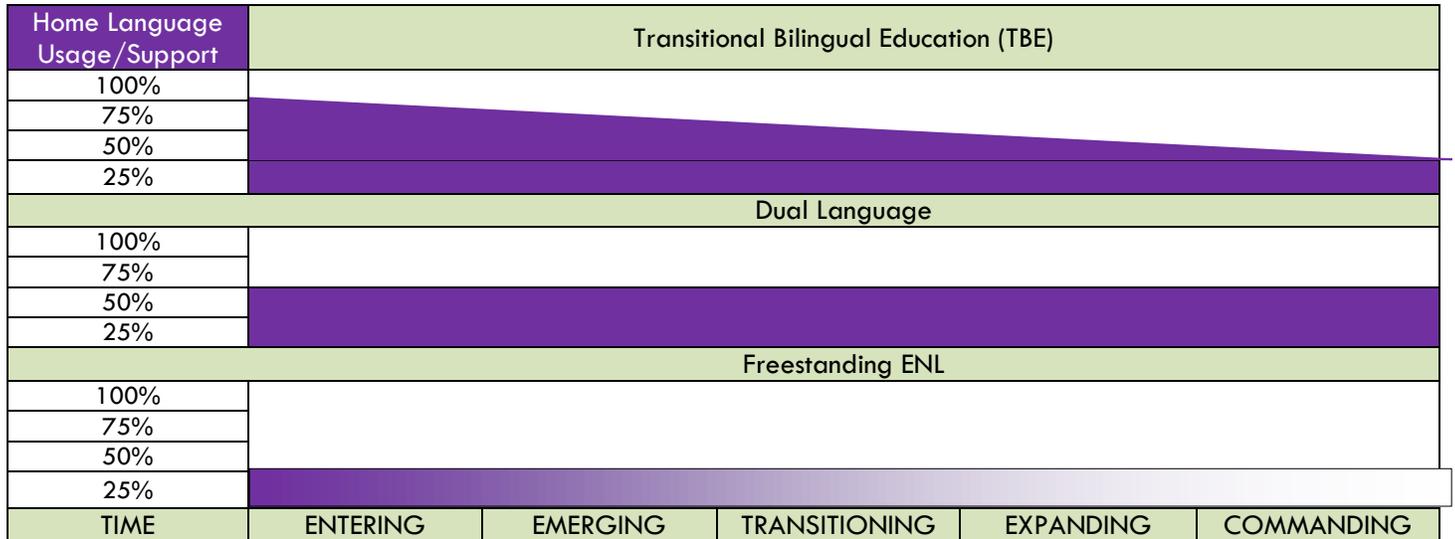


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL instruction and literacy instruction in their mainstream classrooms, ELLs who are not meeting the current benchmarks may qualify for our Reading Rescue and afterschool tutoring programs. Students who qualify for the afterschool program receive supplemental one-to-one instruction with a focus on literacy and/or math. During afterschool, programs such as 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 teachers work with small groups of students and focus on student needs within the targeted content area.
11. 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 ENL teacher has the opportunity to immerse ELL students in content area vocabulary before a unit of study is introduced in the classroom during integrated ENL. This builds confidence and background knowledge while motivating ELLs to participate in content area discussions. The stand alone model allows the ENL 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 ENL teacher, all classroom teachers are trained to include ELL entry points in every lesson plan.
12. What new programs or improvements will be considered for the upcoming school year?  
We are currently studying engagement and how to ensure students are actively engaged in all academic areas and during all lessons. This focus will provide students with additional opportunities for hands on learning and active participation. 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.
13. What programs/services for ELLs will be discontinued and why?  
We are not discontinuing any programs/services for ELLs.
14. 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 the service. These programs include Reading Rescue, afterschool tutoring and an ENL Afterschool Program. All of our ELL students are eligible to participate in our ENL afterschool programs. Once the program has been set up all ELL students will receive a letter explaining our ENL afterschool program (days, times, instructional activities, etc.). The ENL teachers 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 afterschool tutoring. Students who need extra instruction in literacy and/or math work with a teacher 1:1 for 45 minutes after 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 Rescue services in the first grade. Students in Reading Rescue work 1:1 with the trained staff member 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 afterschool 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 afterschool program work in small groups with an ENL 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 afterschool 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The addition of Smartboards in every classroom, Apple Macbook computers, 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 materials are available to support ELLs through the use of this technology.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language Arts are supported within the ENL program and the mainstream classroom through the use of native language 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 a Transitional Bilingual program or Dual Language program, 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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services and resources correspond to the ELL's grade, age, and ability level. Students are placed with students who have similar focus areas or similar goals on the same grade level. Programs and services are geared toward the individual student's needs and instruction is differentiated accordingly.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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 the 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 student to ensure a smooth transition. The student is assigned a buddy in their class who will help the them become acquainted with the classroom procedures.
19. 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.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All ENL teachers will participate in professional development opportunities and workshops provided by the district and the NYC Department of Education's Office of English Language Learners. Our teachers will also be receiving school based professional development 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 professional learning team meetings and PD opportunities on Chancellor Conference Days. Paraprofessionals, secretaries, guidance counselors, psychologists, the parent coordinator and related service providers receive professional development during ESL workshops provided throughout the school year. These workshops focus on improving ELL instruction and supporting our ELLs. Common branch, special education and subject area teachers also participate in SLOP trainings to meet the needs of the ELLs in their classroom.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
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 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 professional learning time. Teachers also address the common core standards as they relate to their ELL students during weekly grade level professional development and common planning. Teachers who participate in an ELL after school program also receive an additional 6-10 professional development sessions that focus on supporting ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
P.S. 209 is an early elementary school (K-2), our students leave our school after 2nd grade. We coordinate with local K-5 elementary schools 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Information and knowledge gained through professional development sessions, district meetings and ELL workshops will be presented to the entire school staff, including all teachers and administrators who work with ELLs, during professional learning time. ELL professional development will also be given to all teachers during weekly common planning periods in which teachers work together with our administration on analyzing student data and planning accordingly. Records of ELL trainings are kept on file. This includes agendas for each ELL training/workshop, sign in sheets, and any materials distributed during the training. Minutes from the meeting are also uploaded to the school's share site.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individualized meetings with parents of ELLs are held on scheduled Tuesdays during the parent involvement time. Student goals, language development progress, proficiency assessment results, and language development in all content areas is discussed during these parent meetings. A translator is available for parents who wish to communicate in their home language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Logs and records for annual individual meetings with ELL parents are kept in each teacher's parent communication binder. Any attempts of outreach as well as letters and sign in sheets are also kept on file.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 ELL parent letters, parents received a letter from ENL teachers welcoming all parents to meet with them at any time to discuss the progress of their child. Throughout the year the ENL teachers are in contact with the parents via a monthly parent newsletters, which provides resources for ENL students and information about the current units of study. Throughout the year, the Parent Coordinator and staff members 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 and view a lesson in their child's classroom. These parent workshops are translated from English to Spanish for our non-English speaking parents. In addition, each month we offer a Common Core In Action workshop where parents are invited to learn about what our students are studying, visit the classroom to see it in action, and receive at home tips and materials. The workshops are translated by our parent coordinator.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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 has a partnership with the Police Athletic League, which offers afterschool academic and recreational opportunities for our students and parents. We also provide parents with a Cool Culture Card through our partnership with Literacy without Walls. Cool Culture ensures that families have access to the arts and culture as a way to increase literacy and learning in early childhood grade levels.

5. How do you evaluate the needs of the parents?

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 also 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.

6. How do your parental involvement activities address the needs of the parents?

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. The parent coordinator and teachers evaluate and address parent needs; based on parent responses from the parent survey. Staff members organize 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 parents' native language (s), if needed.

#### **D. Additional Information**

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

School Name: **P.S. 209**

School DBN: **10X209**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne Keegan	Principal		9/9/15
Christine Calvi	Assistant Principal		9/9/15
	Parent Coordinator		1/1/01
Jaclyn Illenye	ENL/Bilingual Teacher		9/9/15
Pamela Athanassiou	Parent		9/9/15
Theresa Maguire Kovar/SE	Teacher/Subject Area		9/9/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X209** School Name: **P.S.**  
Superintendent: **Melodie Mashel**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish and TWI are the preferred languages for written and oral communication.

### Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Welcome letters, open house letters, school policy memos, and late dismissals are distributed to families in September and require translation. Newsletters, progress reports, school calendars and parent workshop invitations are distributed to families each month and require translation. Parent-teacher conference announcements are distributed to families in September, November, March and May and require translation. After-school program information and permission slips are distributed throughout the school year. Assessment memos and letters are distributed periodically throughout the school year (MOSL memos are distributed in September and June, NYSESLAT memos are distributed in April, Gifted and Talented memos are distributed in January, etc.) and require translation.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings occur in September during open house/curriculum night and in November, March, and May for parent-teacher conferences. Additional formal parent-teacher conferences are held throughout the year on Tuesday's afterschool for parents of English Language Learners on an as need basis. Additionally, parents of students with disabilities meet with their child's teachers and the school based support team for annual IEP meetings and progress updates on an as need basis. Informally, parent interactions occur monthly during the Common Core in Action workshops, Tuesdays after school during homework help, math game days, and lending library and when needed to discuss any needs that arise(attendance, behavior, etc.).

### **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 in their home language so that they are able to understand and participate in their child's education at P.S. 209.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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 question and voice concerns for parents/guardians who do not speak English. For those families who speak a language other than English or Spanish, every effort will be made to accommodate these families through the use of the NYCDOE Translation and Interpretation unit.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator will turnkey the information learned at the training provided by the Translation and Interpretation Unit on how to use translation services and over-the-phone interpretation services. Copies of the brochure, guide, and Language Palm Card will be distributed to all staff members for future use.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A copy of the Bill of Parent Rights and Responsibilities will be provided to each parent in the home language of their choice. A sign indicating the availability of interpretations services will be posted in a conspicuous location near the primary entrance to the school in the covered languages. The school safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Translation shall be obtained from the Translation and Interpretation Services for signage and forms if the parents of more than 10% of the children speak a primary language that is not English nor a covered language.

#### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys will be distributed at least twice throughout the year to gather feedback from parents on the quality and availability of translation and interpretation services. Feedback will be welcomed and analyzed to make necessary changes.