



**Department of
Education**

Dennis M. Walcott, Chancellor

2011-2012 Comprehensive Educational Plan (CEP)

School Name: The Margaret Mead School

Dbn (district/ borough/ number i.e. 01M000): 21k209

Principal: Fran Locurcio email: Flocurc@schools.nyc.gov

Superintendent: Isabel Dimola

02-27-2012

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Fran Locurcio	*Principal or Designee	
Linda Bungarz	*UFT Chapter Leader or Designee	
Robin Logudice	*PA/PTA President or Designated Co-President	
Jeaninie Favara	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Grace Russo	UFT/Teacher	
Christine Mclean	Member/Secretary	
Helen Lesser	Member/Parent	
Jennifer Dalgin	Member/I.A.Assistant Principal	
Carmela Martinez	Member/Parent	
Tugba Mashkulli	Member/Parent	
Lacresha Knight	Member/Parent	
Andrea Musillo	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

Which schools need to complete this?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

How do CEP goals relate to goals set for the principal performance review (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

How should a school develop its goals and action plans?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject

area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Annual Goal #1 and Action Plan

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

Annual Goal #1

- *To improve teacher effectiveness by developing a shared understanding of instructional excellence*
- *By June 2012, The Principal and Assistant Principals will conduct a minimum of 4 formative observations for each teacher using selected components of a research based rubric to provide meaningful feedback.*
- *A researched based rubric will be used for developing all teachers professionally*

Comprehensive needs assessment

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

- *Based on instructional expectations for the 2011-2012 school year outlined by the Chancellor*
- *The following are areas in need of improvement as stated in the 2010-2011 Quality Review*
 - *Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level. 3.3*
 - *Elevate classroom practice to provide students with rigorous, differentiated instruction that is highly engaging and develops higher order skills. 1.2 b/c*
 - *Develop comprehensive curricula across all subject areas to ensure that instruction is consistently rigorous and emphasizes key standards across all subject areas*
 - *Deepen the use of assessments to measure student progress and adjust practice to impact progress and performance throughout the year*
 - *Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school. 5.1*

Instructional strategies/activities

- *Three school leaders set up and follow a schedule for teacher observations and feedback using a researched based rubric*
- *Teachers will self assess using components of a research based rubric*
- *Administrators, along with the Data Specialist develop and implement a comprehensive professional development plan for teachers that integrates components of a research based rubric*
- *Benchmark meetings on each grade will be conducted monthly*
- *Regular articulation with grade leaders providing teachers with clear expectations with regard to*

instruction, planning, and professionalism

- *Teachers have two common planning periods to reflect upon instruction and demonstrate best practices*
- *Teachers meet weekly for collaborative inquiry during extended day hours Individualized professional development plans for teachers with delineated steps for progress and movement to the next level*
- *Teachers self assess using components of a researched based rubric*
- *Collection of student work and review of assessments at benchmark meetings*
- *A teachers effectiveness implementation plan formulated by administrators in order to create a norm of excellence throughout the school building*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Meet with parents on open school afternoons and evenings (twice a year)
- Report card distribution 3 times a year for Elementary and 4 times for Middle School
- "Meet the Teacher Tea"– curriculum overview – September, 2011
- City and State test results are sent home to parents in the Spring
- Student Progress Report
- State School Report Card

- Update of Fountas and Pinnell levels 4 times per year

- Parents/ Guardians of the ELL students will have the opportunity to attend workshops given at the school during the school year. Parents will be notified through school notices and via email from the Parent Co-coordinator. The workshops are provided by Counseling in Schools and are covered under 21st Century Grant. The workshops will run for approximately 1 1/2 hours and will being December 2nd, 2011.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will attend professional development throughout the year. Professional development will take place in the school building through "Lunch and Learns" given by Administration as well as Network Specialist. Teachers will also be given the opportunity to attend various workshops out of the school building given by network specialist and other notable professionals. Teachers are expected to turnkey important information to the rest of the staff during "Lunch and Learns", grade meeting, vertical planning sessions, and Inquiry. The following workshops have been attended by staff members:

- Integrating the CCLS
- Curriculum mapping
- Creating and aligning tasks and rubric to the CCLS
- Using Google Docs.

Service and program coordination

Professional development is coordinated by the Inquiry Team, which includes the Principal, Assistant Principal, Staff Developer and Grade Leaders. They work together to combine ideas on effective planning for teachers, on different ways to assess learning or developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and update the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and

other content areas by implementing a teachers' resource center with an abundance of material to be borrowed. Professional development will take a continuous improvement, data-driven approach to improving student performance, using item (skills) analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, students in grades 3-8 will be administered benchmark assessments in reading and mathematics, i.e., Acuity and ARIS. Information from these assessments will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments will also be used to inform instruction including Early Childhood Language Arts System (ECLAS2) in the lower grades (K-3).

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

Teachers receive professional development from CFN605 Network specialists Professional development services are also provided by The Center for Intergraded Teacher Education.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Data Specialist –(ARRARTTT)
 - Children's First Inquiry Teams – (TL)
 - Professional Development- (Tax levy)
 - TitleIII
 - FSF

Annual Goal #2 and Action Plan

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

Annual Goal #2

All students will show progress in using evidence to support mathematical solutions

By June 2012, 65% of all students will demonstrate progress in constructing viable arguments to support mathematical solutions

Comprehensive needs assessment

- Based on the State Accountability Report we did not meet AYP in mathematics for the 2010-2011 school years.
- NYS Math test data showed that approximately 30% of students in grades 3-8 scored a level 2 or below on the 2011 assessment.

	Grade3	Grade4	Grade 5	Grade 6	Grade 7	Grade 8
Level 1	8	4	6	6	8	3
Level 2	20	17	22	22	24	20

Instructional strategies/activities

- *Three cluster teachers focusing on Writing in the Content area will provide instructional support to strengthen student's ability to explain and support the mathematical process in problem solving*
- *Extended Day program will provide academic intervention in ELA and math through small group instruction*
- *Teachers will create units of study aligned to the Common Core Learning Standards that incorporates the opportunity for students to use evidence to support arguments*
- *Teachers meet weakly in teams to assess student work and plan lessons that demand evidence to support student work*
- *Teachers will create a learning environment which encourages students to assess and edit the mathematical reasoning of their peers*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Meet with parents on open school afternoons and evenings (twice a year)
- Report card distribution 3 times a year for Elementary and 4 times for Middle School
- "Meet the Teacher Tea"— curriculum overview – September, 2011
- City and State test results are sent home to parents in the Spring
- Student Progress Report
- State School Report Card

- Parents/ Guardians of the ELL students will have the opportunity to attend workshops given at the school during the school year. Parents will be notified through school notices and via email from the Parent Co-coordinator. The workshops are provided by Counseling in Schools and are covered under 21st Century Grant. The workshops will run for approximately 1 1/2 hours and will begin December 2nd, 2011.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will attend professional development throughout the year. Professional development will take place in the school building through "Lunch and Learns" given by Administration as well as Network Specialist. Teachers will also be given the opportunity to attend various workshops out of the school building given by network specialist and other notable professionals. Teachers are expected to turnkey important information to the rest of the staff during "Lunch and Learns", grade meeting, vertical planning sessions, and Inquiry. The following workshops have been attended by staff members:

- Integrating the CCLS
- Curriculum mapping
- Creating and aligning tasks and rubric to the CCLS

Using Google Docs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The 21st Century and CASA after school programs support the creation of an after-school community learning center that will provide academic enrichment and recreation opportunities for

students. The organization will offer after-school clubs focused on arts, development of life skills, community outreach, and cultural enrichment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- - TL Data Specialist –(ARRARTTT)
 - Children’s First Inquiry Teams – (TL)
 - TitleIII
 - 21st Century Grant
 - CASA (TL City Council)
 - FSF (TL)
 - Title I
 - Assistant Principal –(TL and TitleI)

Annual Goal #3 and Action Plan

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

Annual Goal #3

- *To improve reading skills in grades K-8*
- *By June 2012, 50% of 333 students reading below grade level as measured by the Fountas and Pinnell assessment in grades 1-8 will improve by at least two reading levels*

Comprehensive needs assessment

- Based on the September 2011 Fountas and Pinnell assessment 333 students in grades 1-8 are reading below grade level.
- NYS ELA data showed a decrease in the number of level 4’s from 2010 to 2011

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 1	20	6	4	8	9	4
Level 2	23	31	24	23	39	30
Level 3	44	48	41	28	22	27
Level 4	2	2	0	0	0	0

Instructional strategies/activities

- *The Fountas and Pinnell assessment will be given four times per year to assess stamina and comprehension*
- *Reading “book baggies” provided to students to increase reading stamina*
- *Student reading logs maintained at home and in school to document and build upon independent reading ability and proficiency*
- *Teachers will develop tasks and rubrics aligned to the Common Core Standards to*

support writing

- *The implementation of level 3& 4 DOK questions to improve reading comprehension and writing*
- *Standard established responses by administration and grade leaders with regard to writing expectations*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Meet with parents on open school afternoons and evenings (twice a year)
- Report card distribution 3 times a year for Elementary and 4 times for Middle School
- "Meet the Teacher Tea"– curriculum overview – September, 2011
- City and State test results are sent home to parents in the Spring
- Student Progress Report
- State School Report Card

- Update of Fountas and Pinnell levels 4 times per year

- Parents/ Guardians of the ELL students will have the opportunity to attend workshops given at the school during the school year. Parents will be notified through school notices and via email from the Parent Co-coordinator. The workshops are provided by Counseling in Schools and are covered under 21st Century Grant. The workshops will run for approximately 1 1/2 hours and will begin December 2nd, 2011.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will attend professional development throughout the year. Professional development will take place in the school building through "Lunch and Learns" given by Administration as well as Network Specialist. Teachers will also be given the opportunity to attend various workshops out of the school building given by network specialist and other notable professionals. Teachers are expected to turnkey important information to the rest of the staff during "Lunch and Learns", grade meeting, vertical planning sessions, and Inquiry. The following workshops have been attended by staff members:

- Integrating the CCLS
- Curriculum mapping
- Creating and aligning tasks and rubric to the CCLS
- Using Google Docs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. The 21st Century and CASA after school programs support the creation of an after-school community learning center that will provide academic enrichment and recreation opportunities for students. The organization will offer after-school clubs focused on arts, development of life skills, community outreach, and cultural enrichment.

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Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL Data Specialist –(ARRARTTT)
- Children’s First Inquiry Teams – (Title I ARRA)
- TitleIII
- 21st Century Grant
- CASA (TL City Council)
- FSF (TL)
- Title I
- Assistant Principal –(TL and TitleI)

Annual Goal #4 and Action Plan

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

Annual Goal #4

*To develop a positive school culture that supports college
By June 2012, 75% of students in grades 5-8 will be provided with the opportunities in preparation for college and career readiness. And career readiness skills in grades 5-8.*

Comprehensive needs assessment

- *The CCLS provide a consistent, clear understanding of what students are expected to learn, reflecting the knowledge and skills that our students need for success in college and careers. P.S. 209 needed to provide the students with opportunities to participate in activities inside and outside the classroom that support the implementation of these standards.*

Instructional strategies/activities

- *Student of the Month*
- *Career Day*
- *High School Regents in Science and Mathematics*
- *Educational trips to colleges and high school*
- *Exposure to the Arts*
21st Century Grant
Incorporating the Arts & Literacy
CASA Grant – Infusion of Arts
- *School Wide Performances in Dance, Theatre, Chorus, Writing & Drama*
 - *School clubs: i.e. Student Government & Environmental Green Team*
 - *Community Service*
 - *C.H.A.M.P.S.*

Strategies to increase parental involvement

- Parent/ Teacher Conferences held twice per year during November and March
- Parents/ Guardians of the ELL students will have the opportunity to attend workshops given at the school during the school year. Parents will be notified through school notices and via email from the Parent Co-coordinator. The workshops are provided by Counseling in Schools and are covered under 21st Century Grant. The workshops will run for approximately 1 1/2 hours and will begin December 2nd, 2011.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will attend professional development throughout the year. Professional development will take place in the school building through "Lunch and Learns" given by Administration as well as Network Specialist. Teachers will also be given the opportunity to attend various workshops out of the school building given by network specialist and other notable professionals. Teachers are expected to turnkey important information to the rest of the staff during "Lunch and Learns", grade meeting, vertical planning sessions, and Inquiry. The following workshops have been attended by staff members:

- Integrating the CCLS
- Curriculum mapping
- Creating and aligning tasks and rubric to the CCLS
- Using Google Docs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The 21st Century and CASA after school programs support the creation of an after-school community learning center that will provide academic enrichment and recreation opportunities for students. The organization will offer after-school clubs focused on arts, development of life skills, community outreach, and cultural enrichment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Data Specialist –(ARRARTTT)
 - Children's First Inquiry Teams – (Title I ARRA)
 - TitleIII
 - 21st Century Grant
 - CASA (TL City Council)
 - FSF (TL)
 - Title I
 - Assistant Principal –(TL and TitleI)

Annual Goal #5 and Action Plan

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

<p>Annual Goal #5 <i>Students will show evidence to support arguments</i></p> <p><i>By June 2012 80% of students will effectively use evidence to support arguments across all content areas and grades</i></p>
<p>Comprehensive needs assessment Base on instructional expectations for the 2010-and 2011 school year The following are areas in need of improvement as stated in the 2010-2011 quality review</p> <ul style="list-style-type: none">➤ Elevate classroom practice to provide students with rigorous, differentiated instruction that is highly engaging and develops higher order skills. 1.2 b/c➤ Develop comprehensive curricula across all subject areas to ensure that instruction is consistently rigorous and emphasizes key standards across all subject areas➤ Deepen the use of assessments to measure student progress and adjust practice to impact progress and performance throughout the year
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• <i>Teachers will develop common core aligned units of study that incorporates opportunities for students to conduct research and use supporting evidence.</i>• <i>Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.</i>• <i>Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.</i> <p><i>Teachers meet bi-weekly in department teams to develop a rubric to assess the evidence to support a claim</i></p>
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Parent/ Teacher Conferences held twice per year during November and March• Parents/ Guardians of the ELL students will have the opportunity to attend workshops given at the school during the school year. Parents will be notified through school notices and via email from the Parent Co-coordinator. The workshops are provided by Counseling in Schools and are covered under 21st Century Grant. The workshops will run for approximately 1 1/2 hours and will being December 2nd, 2011.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <p>Teachers will attend professional development throughout the year. Professional development will take place in the school building through "Lunch and Learns" given by Administration as well as Network Specialist. Teachers will also be given the opportunity to attend various workshops out of the school building given by network specialist and other notable professionals. Teachers are expected to turnkey important information to the rest of the staff during "Lunch and Learns", grade meeting, vertical planning sessions, and Inquiry. The following workshops have been attended by staff members:</p> <ul style="list-style-type: none">• Integrating the CCLS

- Curriculum mapping
- Creating and aligning tasks and rubric to the CCLS
- Using Google Docs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The 21st Century and CASA after school programs support the creation of an after-school community learning center that will provide academic enrichment and recreation opportunities for students. The organization will offer after-school clubs focused on arts, development of life skills, community outreach, and cultural enrichment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Data Specialist –(ARRARTTT)
 - Children’s First Inquiry Teams – (Title I ARRA)
 - TitleIII
 - 21st Century Grant
 - CASA (TL City Council)
 - FSF (TL)
 - Title I
 - Assistant Principal –(TL and TitleI)

Academic Intervention Services (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	5	0	2
1	0	0	N/A	N/A	0	1	1	1
2	0	0	N/A	N/A	0	3	0	0
3	0	0	N/A	N/A	0	6	0	0
4	0	0	0	0	0	10	0	15
5	0	0	0	0	0	5	0	12
6	10	0	0	0	0	12	0	2
7	10	0	0	0	0	13	0	1
8	0	0	0	0	0	15	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

- Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
- Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
- When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	During the school day, students receive services in small groups. Services are delivered with the use of ACUITY, Foundations, Brain Pop, and teacher created assessments, and “Focus” on Reading from Curriculum Associates. The Wilson program is being administered during the school day in a small group setting with grades K-2.

	<p>AIS services are provided during the school day for grades 7 & 8 using a small group pullout method.</p> <p>21st Century Program on Saturday mornings provides AIS services in grades 2-4 in a small group setting focusing on reading comprehension skills.</p> <p>Title III program after school uses various ELL strategies and programs such as Reading Egg, and ESL Reading Smart for small group instruction.</p>
Mathematics	<p>21st Century Saturday program on Saturday mornings focuses on various math strategies during small group instruction.</p>
Science	<p>Title III, Saturday 21st Century Program</p>
Social Studies	<p>Title III, 21st Century Program</p>
At-risk Services provided by the Guidance Counselor	<p>Services are provided on a one-to-one setting on a need basis</p>
At-risk Services provided by the School Psychologist	<p>Services are provided on a one-to-one setting on a need basis</p>
At-risk Services provided by the Social Worker	<p>Services are provided on a one-to-one setting on a need basis</p>
At-risk Health-related Services	<p>Services are provided on a one-to-one setting on a need basis</p>

Directions and Guidance for Developing or Updating the Parent Involvement Policy (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Parent Involvement Policy (PIP) Template

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

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

Our 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- P.S. 209 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Parents/ Guardians of the ELL students will have the opportunity to attend workshops given at the school during the school year. Parents will be notified through school notices and via email from the Parent Co-coordinator. The workshops are provided by Counseling in Schools and are covered under 21st Century Grant. The workshops will run for approximately 1 1/2 hours and will begin December 2nd, 2011. The following are topics that will be covered;

 - Your country's culture and traditions
 - Your country's food and cooking
 - Arts and crafts to make gifts
 - Where to find community groups and centers
 - Where to find Visa, citizenship, and legal assistance
 - How to sign up for the bank account and obtain a library card
 - Local recreational activities for your family
 - Learning the English language while you paint and draw
 - Where to find fresh nutritious groceries in the neighborhood
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**P.S. 209
SCHOOL-PARENT COMPACT**

2011- 2012

The P.S. 209, Margaret Mead School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School Parent Compact is in effect for the school year September, 2010 through June, 2011

Required School-Parent Compact Provisions

Responsibilities

P.S. 209 will

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follow:

P.S. 209 foster academic excellence and high standards in collaboration with the entire school community. The school, the home and community will work together to acquire the necessary tools and skills to ensure that all students meet

the challenges of today's society with an emphasis on becoming productive members of the 21st century.

- Hold parent teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2011 and March 2012

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 1. Meet with parents on open school afternoons and evenings (twice a year)
 2. Report card distribution 3 times a year for Elementary and 4 times for Middle School
 3. "Meet the Teacher Tea" – curriculum overview – September, 2011
 4. City and State test results are sent home to parents in the spring
 5. Student Progress Report
 6. State School Report Card

- 7. Update of Fountas and Pinnell levels 4 times per year

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 1. Parent/teacher conferences, bi-annually in November and March
 2. Individualized parent meetings, as requested throughout the year
 3. "Meet the Teacher Tea" – curriculum overview, September 2011
 4. P.T.A. meetings, monthly throughout the year
 5. School dances, seasonably

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 1. Various field trips throughout the year
 2. Open school week is when parents can visit their child's class, November and March
 3. Musical Performance April 27th 2012

Parent Responsibilities

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

1. Support my child's learning by making education a priority in our home by:

- i. making sure my child is on time and prepared everyday for school;
- ii. Monitoring attendance;
- iii. Talking with my child about his/her school activities everyday;
- iv. Scheduling daily homework time;
- v. providing an environment conducive for study;
- vi. Making sure that homework is completed
- vii. Monitoring the amount of television my children watch

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

P.S. 209 will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- An annual meeting will be held to inform parents of the school's participation in Title I programs. All parents will be encouraged to attend this meeting.

- At the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- We will provide to parents an individual student report about the performance of their child on the State and City Assessments in English Language Arts, Mathematics, Social Studies, and Science.

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

- We will notify parents of their child's participation in AIS after school and Saturday programs.
- We will encourage parents to be involved with all their child's academic Programs.
- **Student Responsibilities:**
 - Attend school regularly and arrive on time;
 - Complete my homework and submit all assignments on time;
 - Follow the school rules and be responsible for my actions;
 - Show respect for myself, other people and property;
 - Try to resolve disagreements or conflicts peacefully;
 - Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Wendy Karp	District 21	Borough Brooklyn	School Number 209
School Name The Margaret Mead School			

B. Language Allocation Policy Team Composition [i](#)

Principal Fran Locurcio	Assistant Principal Jennifer Cianciotta
Coach	Coach
ESL Teacher Sandra Geller	Guidance Counselor
Teacher/Subject Area Sol Blum, ESL teacher	Parent
Teacher/Subject Area Olga Zilberman, ESL teacher	Parent Coordinator
Related Service Provider	Other Jennifer Dalgin
Network Leader	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	729	Total Number of ELLs	164	ELLs as share of total student population (%)	22.50%
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Part II: ELL Identification Process

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

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

1. At registration an informal oral parent interview is conducted by Jennifer Cianciotta, AP; Jennifer Dalgin, AP; Sandra Geller, ESL teacher; Sol Blum ESL teacher; or Olga Zilberman, ESL teacher . A translator assists in the interview whenever possible. During the interview, the parent completes the HLIS. The HLIS is examined by one of the ESL teachers to determine the student's eligibility for LAB-R testing. Eligible students are administered the LAB-R within the first 10 days of the student's date of admission. Students who score above the cut score receive a letter in the student's home language, when possible, stating that the child is not eligible for services. Spanish-speaking students who are found to be ELLs are administered the Spanish LAB, as well. Parents of students who score below the cut score on the LAB-R are sent a letter in their home language encouraging them to attend a Parent Orientation. They also receive a brochure in their home language, when possible, explaining the various program options. At the orientation, parents are shown a video outlining the three parent choices, including Transitional Bilingual Education (TBE), the Dual Language program, and English as a Second Language. The DVD is available in English, as well as Spanish, Chinese, Urdu, Arabic, and Russian. We have interpreters in Spanish, Urdu, Arabic, Chinese, and Russian, as well, to help answer any questions the parents may have. Based on parent choice and program availability, parents receive a letter notifying them of the program placement for their children. Parents are also informed that their children will continue to receive services until they pass the NYSESLAT. All ELLs are assessed annually, each spring, on the NYSESLAT to determine their proficiency levels and continued entitlement for ELL services. The ATS RLER report is run to ensure all entitled students are administered the NYSESLAT. The RMSR exam roster from the spring and the RLAT are checked to ensure all records are accurate, and all entitled students receive services.

2. After a student is identified as an ELL, entitlement letters are sent in the home language, along with a brochure in the same language explaining the three program choices. In this letter, parents are invited to attend an orientation to help them understand their options. Interpreters are available in Chinese, Russian, Urdu, Arabic, and Spanish. The program choices are outlined and a DVD is shown in English and in other languages, as warranted. Parent Program and Selection Forms, brochures, and letters are available in Spanish, Russian, Urdu, Chinese, Arabic, Albanian, Korean, Polish, and Punjabi. Parents complete the forms and teachers and interpreters are available to answer any questions.

3. Entitlement letters are sent home in the student's home language, along with information in the same language detailing the program choices. Parents are invited to attend an orientation to help them better understand their options. At the orientation, a DVD is shown in multiple languages explaining the three options. Interpreters are also available to ensure that parents understand the options and procedures. Parents who do not attend are contacted and invited to make an appointment to view the video, learn about the program choices, and complete the Parent Program and Selection Forms. If a parent is unable to come to the school, the program choices will be explained over the phone, via an interpreter, if needed, and the parent will be asked to send the form in to the school. Any student who does not return the form is registered as requesting Transitional Bilingual Education.

4. Parent surveys are examined to determine the program of choice for each student. If there are 15 students in two contiguous grades who speak the same language and request TBE or Dual Language, a class is formed for those students and parents are notified as to the

program placement for their children. If there are not enough students who speak the same language who request the same program, we notify the parents of any programs available in other schools in the area, and offer the option to transfer. Students who elect not to transfer, those for whom no bilingual program is available, and those who requested ESL as their first choice are placed in an ESL program and notified of this placement.

5. In past years, the majority of the parents in our school have indicated ESL as their first choice on their Parent Program Selection Survey Forms. Those who do not request ESL are divided between TBE and Dual Language. We have not had enough students speaking the same language requesting the same program to form any TBE or DL classes on any grade level. Parents who request those programs are offered the option to transfer their children to schools offering those programs, if available.

6. The program models at our school are aligned with parent request. Most of our students indicate ESL as their first choice and are placed accordingly. The number of students who requested TBE or DL does not add up to the number required to form those classes. We notify the parents of the relevant programs in other schools, if available, but they usually opt to remain in an ESL program at P.S.209.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	121
Special Education	42		

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	6

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	121		13	37		26	6		4	164
Total	121	0	13	37	0	26	6	0	4	164

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	10	5	4	5	10	3	4	6					50
Chinese	3	1	5	1	4	1		1	2					18
Russian	1	9	12	5	10	6	1	2	3					49
Bengali														0
Urdu	1	2	3	1	2	6	2	5	1					23
Arabic	1	1		1		1		1	1					6
Haitian														0
French														0
Korean						1								1
Punjabi		1												1
Polish		1												1
Albanian			1		1									2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	2		2	1	3	2	1	1	1					13
TOTAL	11	25	28	13	25	27	7	14	14	0	0	0	0	164

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. 1. a. We follow a combination push-in/pull-out model. When possible we push in to classes with Advanced students, but we often must take students from several different classes at the same time in order to accommodate all eligible ELLs. In the middle school, the ESL teacher pushes into the classes with ELLs 4 periods a week. Beginners from grades 6, 7, and 8 are pulled out together for 4 additional periods a week. We have one self-contained class in first grade.

b. Our students are grouped heterogeneously with students from different levels in one class. This allows students performing at various levels to effectively work together to build academic language fluency and social skills. Operating on a push-in/pull/out model, ESL teachers coordinate with classroom teachers using grade appropriate curriculum aligned with the Common Core Standards.

2. Based on test scores, LAP committee recommendations and administrative directives, a program is scheduled to accommodate the academic needs of all our students. Three ESL teachers in our school service all the ELLs as required by CR Part 154. Beginners and Intermediates receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes of ESL per week. All students, regardless of proficiency levels, receive additional ELA instruction that surpasses the regulations of CR Part 154. Native language support is provided as needed, including peer buddies, interpreters, and bilingual dictionaries and books in the appropriate language.

3. Content area instruction is delivered by the classroom teachers in English. ESL teachers supplement this instruction by employing scaffolding techniques and incorporating visuals, manipulatives, and vocabulary- building strategies to make the material comprehensible

A. Programming and Scheduling Information

to ELLs. Modeling, visual tools, tabletop whiteboards, TPR, alternate text sets, picture dictionaries, picture libraries, and bilingual glossaries and readers are utilized to ensure that students at all levels will understand and be able to participate in the lesson. Curriculum maps have been developed in ELA and Mathematics throughout the grades. This enables clear articulation between the classroom teacher and the ESL teacher which allows coordination of content area topics for instruction. All classes have a 90 minute literacy block which includes a balanced literacy format involving read-alouds, shared reading, and guided reading. In addition, students have a 90-minute mathematics block incorporating Everyday Mathematics in grades K-5 and Impact Math in grades 6-8. The needs of ELLs are accommodated through differentiated flexible grouping. All curriculum is aligned with the Common Core Standards.

4. We do not have a bilingual program in our school so students are not evaluated in their native language.

5. a. We do not have any SIFE students at P.S. 209 at the moment. In the event we do receive any SIFE students, in addition to targeted remediation and differentiated instruction geared towards their abilities, we plan to provide them with support services such as AIS, at-risk resource, and at-risk guidance. We also plan to have an ongoing articulation with the parents to help build upon school-related expectations, and encourage support at home. All SIFE students would also be invited to participate in our extended day classes.

b. Newcomers to our school arrive with varying levels of literacy abilities in their native languages. Students' previous knowledge can be used to motivate them and enhance their scholastic abilities with the development of English language learning. Newcomers are aided by peers who speak the same language. Students are encouraged to use bilingual glossaries and other translation devices. Teachers use TPR, visual aids, manipulatives, technology, and alternate texts as a multi-sensory approach to reach all the students. Teachers model correct language structures and provide opportunities to use language for authentic purposes to help develop students' language skills. Listening centers available in all classrooms allow the ELLs to facilitate development of listening and reading skills. We also have a "Newcomer Kit" available on three levels to supplement the lessons. All ELLs receive content area instruction on grade level through the use of flexible grouping and differentiated instruction. Students receive ELA instruction in their classrooms with the non-ELLs in order to prepare for the ELA exam. ESL teachers supplement this instruction by modifying tasks according to the abilities of the ELLs.

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

d. Long-term ELLs require intensive work on academic language and reading and writing skills. Identifying areas of weakness in these students is crucial to student success. We call attention to academic language through the use of authentic texts, figurative language, expressions, idioms, etc. The focus is on content area vocabulary, accountable talk, and writing strategies in order to help students achieve grade level competence in all subject areas.

6. Teachers of all classes with ELLs, including ICT and self-contained, articulate on a regular basis to coordinate planning and provide instruction on grade level, following the grade-level curriculum. Students utilize all texts on grade level, in all the content areas including social studies, science, and math. We also use the Wilson Foundations program to help build fluency in reading. ESL teachers review the student's IEP and articulate with the classroom teacher to plan instruction in accordance with their stated goals. Instruction is delivered through a balanced literacy approach, incorporating guided reading. Instruction is differentiated based on frequent assessment, including the Fountas and Pinnell benchmark assessment, which is administered four times a year. Any service mandated on the student's IEP is provided by the school.

7. ELLs with special needs are provided with related services such as Speech, Physical Therapy, Occupational Therapy, and Counseling. Some ELLs receive services from the Resource Room teacher, while some are in ICT or self-contained classes. ESL teachers coordinate their schedules with providers of all other services to ensure that students do not miss any of their recommended services. ESL licensed providers work closely with the School Based Support Team to design educational plans that are tailored to the individual needs of each student.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8. ELLs in grades 3-8 receive additional support in all subject areas from the ESL teachers during the Extended Day. We anticipate the formation of a Title III after school program for ELLs as well. This program has been successful in the past.

9. Former ELLs are included in the Extended Day program. Additional writing instruction is provided to FELLs. FELLs in grade 6 receive AIS services. FELLs are invited to participate in the Title III program, as well. FELLs also receive ELL testing modifications for two years after passing the NYSESLAT exam.

10. Teachers across the grades now use the Fountas and Pinnell Benchmark Assessment System. This allows them to determine the students' reading levels and align instruction with the Common Core Standards. We anticipate the purchase of "Study Island", a computer program which provides individual instruction for use at school and at home. This program delivers constant input and feedback based on a student's individual educational needs.

11. The "Ticket to Read" program was discontinued at our school because we had technical difficulties integrating it with our current computer system. We no longer use ECLAS to assess early literacy skills. Instead, we use the Fountas and Pinnell Benchmark Assessment System across the grades.

12. ELLs are encouraged to attend and participate in all school events and programs. ELLs attend Extended Day sessions, as well as the YWCA after school program. ELLs will be invited to participate in the Title III after school program when it begins. We are also offering an after-school program integrating literacy with the arts, including Dance Expression and Multi-Media, Puppet Theater, Singing and Songwriting, and a combination of Poetry and Humorous Illustration.

13. We use the "Brain Pop" program which covers topics in all academic areas - math, ELA, social studies, science, and technology. The program includes assessments in addition to engaging and meaningful activities. We also use Raz Kids which provides leveled reading activities. We will be using the Wilson Foundations program to help improve fluency in reading.

14. Native language support is provided through the use of books, dictionaries, and glossaries. New ELLs are buddied with other students who speak the same language to help them understand and participate in lessons. Translators are also available to facilitate student-teacher interaction.

15. All ELLs receive instruction on grade level. School services and resources offer support and correspond to ELLs on all grade levels.

16. Incoming middle school students have an orientation geared towards all students. We have a Universal Pre-K program which helps students acquire language skills before entering Kindergarten. We have orientations and parent workshops to assist parents in becoming familiar with the school and policies.

17. We no longer have any language electives at our school.

B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

We do not have a Dual Language Program at P.S. 209

3. Professional Development is provided on an ongoing basis to all staff by Network personnel, administration, and ESL teachers. ESL strategies and techniques are modeled by the ESL teacher during push-in sessions. Teachers attend Lunch and Learns and are offered other professional development activities throughout the year via common planning session, vertical team meetings and intervisitation within the school for those who have not yet completed their 7 ½ hours of mandated ESL training. Upcoming sessions include such topics as differentiated instruction for ELLs, overview of the NYSESLAT, and the use of vocabulary-building strategies such as deconstruct/reconstruct.

E. Parental Involvement

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

1. Our parent coordinator, Fran Devivo, is available at all times, and communicates with parents on a regular basis over the phone, in person, and via email. The parent coordinator answers questions, helps fill out forms, and assists parents with any problems or issues they may have. Parents of ELLs are invited to attend PTA meetings throughout the year which address issues relevant to ELLs, including how they can help their children at home and understanding the state assessments their children will be taking. Translators are available for these meetings, as well as for Parent-Teacher conferences. Parents are invited to attend monthly class/grade performances, Student-of-the-Month ceremonies, YWCA after school activities, and events related to the 21st Century Grant. The school alerts parents as to after-school programs and community resources.

2. Our school works in partnership with community organizations such as the Raduga After-School program and the Chinese after school program. The YWCA offers services to parents including adult ESL classes and a counseling center to help with immigration and community issues. We also let parents know about continuing education classes offered through the Department of Education.

3. There is open communication with parents at all times. Our parent coordinator is in constant contact with parents through letters and email. Parents have her email address and phone number and are encouraged to get in touch with her in regards to any questions or concerns they may have. Ms. DeVivo has a list of parent email addresses to let parents know about upcoming events and meetings. Through parent surveys, programs are set up to meet the needs of ELL parents, such as adult ESL classes, help in acquiring a library card, and making translators available at all school meetings. The 21st Century grant has a parent component geared towards parents of ELLs, incorporating a monthly survey to determine their needs as members of the P.S. 209 school community. These surveys help us plan workshops and programs for parents on topics that are in accordance with their needs, including how parents of ELLs can help their children at home, and becoming familiar with the state assessments their children will be taking. Through a CASA grant, we are also offering Saturday workshops to parents of children in Pre-K, K, and 1 that encourage interaction with their children in an art/literacy program. Parents are encouraged to share their concerns at these workshops.

4. PTA conferences address the needs of the parents by including such topics as "What You Can Do to Help Your ELL Child at Home" and Preparing Your ELL Child for the Upcoming State Exams". The YWCA assists parent with issues that facilitate assimilation and integration into the community. Our Title III program has a parent component to help parents improve their English language skills so they can better support their children.

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D. Professional Development and Support for School Staff

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

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

2. We hold a Middle School Fair, as well as an Open House for middle school. We have High School articulation and guidance counselors to help teachers with their ELL's in their transition to high school. Our 8th graders have visited Sheepshead Bay High School and we are planning a visit to Brooklyn College to see how we can put our students on the path to college readiness.

3. Professional Development is provided on an ongoing basis to all staff by Network personnel, administration, and ESL teachers. ESL strategies and techniques are modeled by the ESL teacher during push-in sessions. Teachers attend Lunch and Learns and are offered other professional development activities throughout the year via common planning session, vertical team meetings and intervisitation within the school for those who have not yet completed their 7 ½ hours of mandated ESL training. Upcoming sessions include such topics as differentiated instruction for ELLs, overview of the NYSESLAT, and the use of vocabulary-building strategies such as deconstruct/reconstruct.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	3	1	4	3	2	3	3	1					33

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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

Additional Information

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

Paste additional information here

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	3	1	0	0	1	1	2	1	1				
	I	6	1	2	3	4	1	3	2	2				
	A	9	13	2	6	6	4	9	3	3				
	P	11	12	16	17	21	5	7	5	5				
READING / WRITING	B	17	1	1	4	3	2	2	1	1				
	I	10	14	7	6	2	3	7	3	3				
	A	1	6	7	9	16	3	4	5	5				
	P	1	6	5	7	11	3	8	2	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	5	7	0	23
4	5	14	7	0	26
5	2	3	1	0	6
6	6	9	2	0	17
7	4	6	0	0	10
8	3	3	1	0	7
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		10	2	8	1	1		26
4	3		12		13	2	0	1	31
5	5		2		1		0	2	10
6	4		7		8		0	2	21
7	5		6		1		0		12
8	3		3		2		2		10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		8		15	2	2		31
8	3		5		1		1		10
NYSAA Bilingual Spe Ed									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Margaret Mead School</u>		School DBN: <u>21K209</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fran Locurcio	Principal		12/15/11
Jennifer Cianciotta	Assistant Principal		12/15/11
	Parent Coordinator		
Sandra Geller	ESL Teacher		12/15/11
	Parent		
Sol Blum/ESL teacher	Teacher/Subject Area		12/15/11
Olga Zilberman/ESL teacher	Teacher/Subject Area		12/15/11
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Jennifer Dalgin	Other <u>Assistant Principal</u>		12/15/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21k209 **School Name:** The Margaret Mead School

Cluster: CFN **Network:** 605

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

Part A: Needs Assessment Findings

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

Parents fill out the home language survey form when they enter P.S. 209. We review the information to record which language they prefer to receive communication from the school. Pamphlets are distributed and parents have access to the Office of Sign Language Interpreting Services Aid in order to interpret academic intervention strategies and help parents understand the curriculum and programs offered at P.S. 209.

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

We found that the majority of Non English speaking parents have requested information in the following languages: Russian, Urdu, Spanish, and Chinese. P.S. 209 conducts PTA meetings, School Leadership Team meetings, and weekly parent workshops to disseminate information. The schools informational letters are also distributed in different languages. This allows us to communicate and outreach to all members of the PS 209 community.

Part B: Strategies and Activities

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

PS 209 will disseminate translated material by the School Messenger Service Company in regards to:
Information about the school's academic program and students' participation.
Information about a child's academic performance and approaches to increasing achievement, for example, during open school night.
Clarifying parents understanding of academic standards, assessments and tests.
Parent information about NCLB choice and supplementary education services and other school wide programs that are offered by PS 209 to challenge learning opportunities and encourage parent participation in school activities.

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

The "School Messenger" unit is a device that is connected to the NYCDOE ATS system. It allows for the construction of multi-part messages, multi-language calls, and text to speech. When necessary we also call on various bi-lingual staff members during parent meetings to translate important information. P.S. 209 employs Paraprofessionals and a Family Assistant fluent in the languages that are in greatest need in our community.

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Margaret Mead School	DBN: 21K209
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ✱2 ✱3 ✱4 ✱5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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: At P.S. 209 we strive to provide high quality standards based instruction for English Language Learners and all students. We have a free standing ESL program and three licensed ESL teachers who work with our ELL students. Students are grouped heterogeneously, when possible, with students from different levels in one class. This allows students performing at various levels to effectively work together to build academic language and social skills. ESL teachers coordinate with classroom teachers, using standard based, and grade appropriate curriculum. All English Language Learners are held to the same high academic standards as all other students.

P.S. 209 will implement an after-school program to enrich and foster growth in English Language learners in the content areas for Grades 2 -8. Instruction will be planned using ELL standards and content area standards, thereby adapting and aligning instruction for ELLs.

Various ELL strategies including use of Reading Egg, ESL Reading Smart, and alternate text sets, TPR, visual aids and manipulatives will be used. This program is designed to foster growth in academic language skills and enhance academic achievement to meet and exceed all standards.

P.S. 209 will employ 3 after school per session teachers to service ELL children through small group. One of these teachers is a licensed ESL teacher; the other 2 are common branches licensed teachers. The ESL teacher will coordinate and co-plan with the Title III teachers to strengthen skills in the specific areas of listening, speaking, reading and writing. Reinforcing these skills with a smaller group of children through the use of ELL strategies and supplemental materials, while focusing on academic language development, will help students improve skills in the content areas. The program will run from November, 2011 through June, 2012, and it will take place on Tuesday from 3:35- 5:15, Thursday and Friday afternoons from 2:45pm to 5:15pm. As of September 2011, 30 ESL students attend this program. Five second graders, four third graders, seven fourth graders, five fifth graders, seven sixth graders, and two eighth grade student. .

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

Part C: Professional Development

- name of provider

Begin description here: P.S. 209's ESL teachers participate in monthly network wide professional development activities. The focus of these workshops is academic language based on the research of Dr. Lily Wong Fillmore and Jeff Zwiers. The teachers who attend these workshops turnkey to school staff members, including the teachers participating in the Title III program. These workshops are ongoing throughout the year.

Workshops include the following topics:

- The Workshop Models and the ELL Student
- Analysis of ELL Periodic Assessment
- Impact and Everyday Math for the ELL Student
- Collaborative Planning for Classroom and ELL Teachers
- Readers and Writers Workshop and the ELL Student
- Review of NYSESLAT Assessment Exam

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: Parents/ Gaurdians of the ELL students will have the opportunity to attend workshops given at the school during the school year. Parents will be notified through school notices and via email from the Parent Co-ordinator. The workshops are provided by Counseling In Schools and are covered under 21st Century Grant. The workshops will run for aproximatly 1 1/2 hours and will being December 2nd, 2011. The following are topics that will be covered;

- Your country's culture and traditions

Part D: Parental Engagement Activities

- Your country's food and cooking
- Arts and crafts to make gifts
- Where to find community groups and centers
- Where to find Visa, citizenship, and legal assistance
- How to sign up for the bank account and obtain a library card
- Local recreational activities for your family
- Learning the English language while you paint and draw
- Where to find fresh, nutritious groceries in the neighborhood

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		N/A
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		N/A

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		