



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE MARGARET MEAD SCHOOL

DBN (21/ BROOKLYN/ 209):

PRINCIPAL: FRAN LOCURCIO EMAIL: FLOCURC@SCHOOL.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

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:

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

Name	Position and Constituent Group Represented	Signature
Fran Locurcio	*Principal or Designee	
Marcia Joyce	*UFT Chapter Leader or Designee	
Angelo Echeverria	*PA/PTA President or Designated Co-President	
Jean 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>)	
	CBO Representative, if applicable	
Christine Mclean	Member/	
Grace Russo	Member/	
Fran Fiechowiak	Member/	
Carmel Martinez	Member/	
Ana Quintuna	Member/	
Peggy Judeh	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 develop teachers keen understanding of instructional and curricular excellence*
 - *By June 2013 school leaders and teachers will develop shared norms for engaging in feedback that will promote a school wide vision for quality instruction.*
 - *By June 2013, 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.*

Comprehensive needs assessment

According to the 2010-2011 quality review PS 209 was not proficient in the following areas:

- Developing comprehensive curricula across all subject areas to ensure that instruction is consistently rigorous and emphasizes key standards across all subject areas.
- Developing structures that evaluate the effectiveness of instruction and organizational decisions ensuring alignment with school goals and consistency across classrooms.

Instructional strategies/activities

- Administration along with three instructional lead teachers will work together to design professional development activities that address common needs school wide.
- Administrators will share findings from informal observations to drive the CCLS and instruction in a cohesive and organized manner through articulation with staff during faculty conferences, grade meetings and inquiry meetings
- Administration will meet with teachers to discuss feedback from observations and target specific needs of staff
- Administrative team will conduct benchmark meetings with each grade on a monthly basis to discuss student work and ongoing assessments that shape instructional outcomes
- Teachers have two common planning periods to reflect upon instruction and demonstrate best practices
- Regular articulation with grade leaders providing teachers with clear expectations with regard to instruction, planning, and professionalism will be facilitated by administration
- Teachers meet weekly for collaborative inquiry during extended day hours to discuss student work and student progress
- The implementation of a plan for RTI in grades 1-8 to address the needs of struggling students
- Teachers teams meet once per month vertically to review and discuss instructional expectations within grades above and below their own grade

Strategies to increase parental involvement

- NA

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Two Administrators will be used to achieve this goal and are supported under Tax Levy and Title I funding
- Teachers are supported under Tax Levy funding
- Professional Development is funded through Tax Levy funding

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

- *To deepen and broaden the implementation of Common Core Learning Standards*
 - *By June 2013, students of grades K-5 will experience a minimum of four Common Core aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies and/or science*
 - *By June 2013, students of grades 6-8 will experience eight Common Core aligned units of study: two in math, two in ELA and two in social studies and two in science.*

Comprehensive needs assessment

As we continue our work towards fulfilling the Citywide Instructional Expectations for 2011-2012, we have set this goal to meet the Chancellor's "Ask" Of engaging all students in at least two literacy and two math task aligned to strategically selected Common Core Standards.

We see the need to align curriculum and assessment to the rigor of the Common Core Learning Standards based on analysis of our data, as follows:

Students in grades 3-5 have showed weakness in the areas of constructing viable arguments with support in response to informational text and summarizing math solutions with appropriate math terminology.

Instructional strategies/activities

- With guidance from administration through clear and consistent articulation of a common instructional vision, teacher teams in grades K-5 will engage in the development and implementation of at least two Math and two ELA units aligned to the CCLS during collaborative inquiry.
- With guidance from administration through clear and consistent articulation of a common instructional vision, teacher teams in grades 6-8 will engage in the development and implementation of at least two Math and two ELA units aligned to the CCLS during two in social studies and two in science.
- During monthly benchmark meetings and grade meetings, administrators and teachers will review curriculum maps to ensure that units are connected to prior learning, incorporate the CCLS and engage all students in activities that represent high –level thinking.
- Through informal and formal observations of lessons, the administrative team will direct and support teachers in the implementation of the Common Core Learning Standards through questioning techniques, the use of informative texts and group discussions.
- With the use of Google Docs. System, teachers will update and revise existing curriculum maps to ensure the incorporation of the CCLS and UDL strategies based on articulation with administration

Strategies to increase parental involvement

- We will encourage and support attendance at P.T.A. meetings, Curriculum Conferences, Parent/Teacher Conferences, and parent workshops.
- We will review agendas and minutes of School Leadership Team meetings and Parent Advisory Focus Panel meetings to reflect upon the status of communication with families.
- We will engage students and families in reciprocal and ongoing communication regarding student progress towards meeting school standards and expectations, including information on students' strengths, weaknesses and next learning steps.
- P.T.A. meetings will be held at flexible times, including evening hours, to accommodate working parents/guardians
- 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
- City and State test results are sent home to parents in the Spring
- 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, 2012.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Two Administrators will be used to achieve this goal and are supported under Tax Levy and Title I funding
- Teachers are supported under Tax Levy funding
- Professional Development is funded through Tax Levy funding

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 show progress in ELA in grades 4-8 with a focus on students starting at the lowest proficiency level city wide.*
- *By June 2013, 50% of the 81 students in grades 4-7 that are currently designated as the lowest third will show gains toward approaching or meeting standards as evidenced by teacher generated embedded assessments rooted in the CCLS and NYS Assessments*

Comprehensive needs assessment

The data from the 2013 Item skills analysis showed that 81 students in grades 4-8 did not meet standards on the NYS ELA and Math assessments

Progress report data indicates that only 30% of students designated as the lowest third were in the 75 growth percentile in math and less than 50% of students designated as the lowest third made the 75 growth percentile in ELA.

Instructional strategies/activities

- *Administrators along with key partners involved in the 21st Century grant will create a comprehensive program that infuses the arts and physical education with academics*
- *Administration will provide the opportunity for struggling students to receive extra support on Saturday in ELA and Math with two licensed teachers*
- *Extended day program on Mondays and Tuesdays will reinforce classroom instruction and target student deficiencies in ELA and mathematics*
- *Students will be provided the opportunity to attend extracurricular clubs in ELA, writing, and math during the school day*
- *Administration and staff will form a RTI team that will devise a plan and set forth the implementation of a RTI program to ensure struggling students receive academic support*
- *RTI team will meet monthly to discuss and review progress of students who receive RTI*
- *Administration and Network personnel will provide professional development on topics such as, RTI, differentiation, and UDL to support teachers in the delivery of curriculum that meets the needs of all students*
- *Administration will organize a Title III after school program to aid struggling ELL 's two days per week
Administration will facilitate and monitor student progress monthly*

Strategies to increase parental involvement

- *We will encourage and support attendance at P.T.A. meetings, Curriculum Conferences, Parent/Teacher Conferences, and parent workshops.*
- *We will review agendas and minutes of School Leadership Team meetings*
- *We will engage students and families in reciprocal and ongoing communication regarding student progress towards meeting school standards and expectations, including information on students' strengths, weaknesses and next learning steps.*
- *P.T.A. meetings will be held at flexible times, including evening hours, to accommodate working parents/guardians*
- *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*
- *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, 2012.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Two Administrators will be used to achieve this goal and are supported under Tax Levy and Title I funding
- Teachers are supported under Tax Levy funding
- Professional Development is funded through Tax Levy funding
- Title III after school program is funded through Title II funding
- Century 21 Program is funded by The Century 21 Grant

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 establish a system that monitors interim progress toward goals
- By June 2013 the school will fully integrate systems that monitor progress and allow staff to make adjustments in practice to meet the needs of student groups in order to ensure communication between staff and align curriculum across grades.

Comprehensive needs assessment

According to the 2010-2011 Quality Review Ps 209 was rated developing the in the following areas:

- Establishing systems to create and monitor interim progress toward goals to ensure that adjustments in practice are made in a timely manner to respond to the needs of students and groups of students.
- Develop structures that evaluate the effectiveness of instruction and organizational decisions ensuring alignment with school goals and consistency across classrooms.
- Data from the 2011-2012 ELA was as follows: only 19 students in grades 3-8 scored a level 4, 203 students scored a level 3, 131 students scored level 2, and 43 students scored level 1
- Data from the NYS Math test showed

Instructional strategies/activities

- Administration will work collaboratively with teachers to implement effective pre and post assessments throughout units in order to assess student progress and develop differentiated lessons based on various students' needs
- Administration and staff will collectively review and make adjustments to units on Google Docs system monthly.
- Administration and teachers will meet with administration monthly at benchmark meetings to discuss disaggregated data and students progress
- Fountas and Pinnell assessments are given 4 times per year in grades 1-8 and 3 times per year in Kindergarten to monitor reading progress and adjust reading groups. Results will be posted on Reading Tracker system and ARIS. Fountas and Pinnell is used as a baseline assessment for RTI
- Acuity interim assessments are administered 3 times per year to monitor progress in grades 3-8 and used as a diagnostic assessment for RTI
- Baseline assessments are used in Reading Streets series in grades K-5
- Reading inventories and multiple intelligence tests are administered to assist in the implementation of UDL and grouping.
- Ongoing professional development on the use of data system
- Fountas and Pinnell assessment results are reported during the following months
 - October 2012
 - January 2013
 - April 2013
 - June 2013
- Acuity benchmark assessments are given in October 2012, November 2012 and March 2013

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Two Administrators will be used to achieve this goal and are supported under Tax Levy and Title I funding
- Teachers are supported under Tax Levy funding
- Professional Development is funded through Tax Levy funding

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.

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	RTI, AIS	Small group	During school day , after school
Mathematics	RTI,AIS	Small Group	During school day and after school
Science	NA	NA	NA
Social Studies	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NA	One on one and small group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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:

- Curriculum mapping
- Aligning Common Core Standards
- Lesson Planning
- Reading Tracker Training
- Differentiation and UDL

Teachers have participated in vertical planning monthly. The following were assignments from administration during vertical planning periods:

- Aligning curriculum maps to the common core standards
- Integrating lexile levels into ELA instruction
- Implementing the 2012-2013 instructional expectations

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- 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-ordinator. 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, 2012. 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

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;

SCHOOL-PARENT COMPACT
Required School-Parent Compact Provisions

- **REQUIRED OF ALL SCHOOLS**
- **CAN BE LAST YEARS BUT MUST BE UPDATED**

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

This School Parent Compact is in effect for the school year September, 2012 through June, 2013

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 2012 and March 2013

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - 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
 - 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

- 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
 4. P.T.A. meetings, monthly throughout the year
 5. School dances, seasonal

- 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. School plays

Parent Responsibilities

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

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

1. making sure my child is on time and prepared everyday for school
2. Monitoring attendance;
3. Talking with my child about his/her school activities everyday
4. Scheduling daily homework time;
5. providing an environment conducive for study;
6. Making sure that homework is completed
7. Monitoring the amount of television my children watch
8. Volunteering in my child's classroom.
9. Participating, as appropriate, in decisions relating to my children's education;
10. Promoting positive use of my child's extracurricular time;
11. Participating in school activities on a regular basis;
12. 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.
13. Reading together with my child every day.
14. Providing my child with a library card;
15. Communicating positive values and character traits, such as respect, hard work and responsibility;
16. Respecting the cultural differences of others;
17. helping my child accept all consequences for negative behavior;
18. being aware of and following the rules and regulations of the school and district;

19. supporting the school discipline policy;
20. 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.

- I. **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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 [?](#)

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 [?](#)

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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																		
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

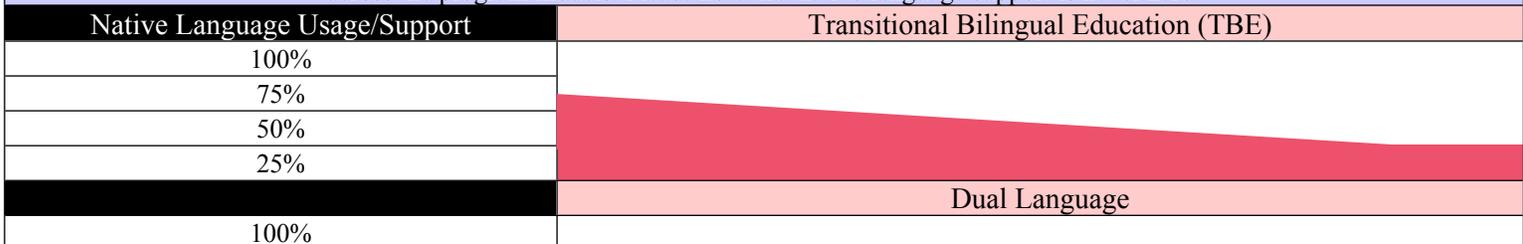
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

C. Schools with Dual Language Programs

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

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

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.

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.

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
Intermediate(I)	6	14	9	6	3	3	6	2	3					52
Advanced (A)	0	10	7	9	18	3	6	7	4					64
Total	19	27	17	19	24	8	15	12	8	0	0	0	0	149

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

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

1. Our school uses the Fountas and Pinnell Benchmark Assessment System to assess our students' literacy skills and levels. Many of our ELL's are reading a grade or two below level. We found that a low Fountas and Pinnell level generally corresponds to a lower score on the Reading and Writing subtests on the NYSESLAT. We use these results to form differentiated groups and plan instruction accordingly.

2. This year we found a heavy concentration of Beginners in the Kindergarten. We have to focus on building listening, speaking, reading and writing skills in these students so they can become more fluent in the language. We also found that the majority of 4th graders (18 out of 24) scored at the Advanced level, including 12 SWD. Most of them scored at the Proficient level for Listening and Speaking. We have noticed that since students in grades 2, 3, and 4 take the same test, it is easiest for students to pass in the 4th grade. We need to push those students to improve their reading and writing skills in order to score Proficient overall. Based on ELA and NYSESLAT results, we differentiate instruction to help these students become fluent in their language and literacy skills. Identifying students' Fountas and Pinnell reading levels allows us to help ELLs build their knowledge of content through the use of meaningful, informative texts.

3.. We noticed that students who have been here more than a year often score proficient on the Listening and Speaking subtests and are lacking more in their reading and writing skills. 17 out of 29 Kindergarten students scored at the Beginning level on the Reading/Writing subtests and 10 out of 29 scored at the Intermediate level. 13 out of 27 first graders scored at the Intermediate level on the Reading/Writing subtests. We need to build more of a foundation for reading and writing skills in the early grades.

4. Teachers and school leadership examine and discuss scores from the Periodic Assessments and develop strategies for implementation to drive instruction. Inquiry teams throughout the building are targeting ELL's and we develop strategies and Best Practices for these students.

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

6. We examine NYSESLAT data to evaluate the success of our programs for ELL's. 60% of our students scored at the Proficient level or moved up a level this past spring. Of those who remained at the same level, half of those were already at the Advanced level, and half of them have been identified as Resource Room, Holdovers, or Special Ed students. We must push all these students to improve their reading and writing skills so they can pass the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 209 Margaret Mead [?????]	DBN: 21K209
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 43
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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: Begin description here:

At P.S. 209 we strive to provide high quality, standards-based instruction for all our students, including our English Language Learners. We have a free standing ESL program at P.S. 209 with 4 licensed ESL teachers who work with our ELLs. ESL teachers coordinate with classroom teachers to support the curriculum, build academic language, and support the student so he can be a successful participant in the classroom. Our English Language Learners are held to the same high academic standards as all other students. ESL teachers infuse Common Core Standards to provide grade appropriate instruction aligned with the curriculum maps for each grade. ESL teachers reinforce classroom instruction utilizing multiple strategies, including the use of manipulatives, vocabulary activities, the deconstruct/reconstruct model, and non-fiction based instruction.

P.S. 209 will implement an after-school program to enrich and foster growth for newcomer English Language Learners in the content areas for grades 2-8. Instruction will be planned using ESL standards and content area standards, thereby adapting and aligning instruction for ELLs. NYSESLAT scores will serve as a baseline assessment to determine students' needs. Instructional activities will be designed to address those areas of need, and be adjusted when required, as determined by ongoing assessment. Various ELL strategies will be employed, including the use of Reading Eggs, visual aids, TPR, and manipulatives. This program is designed to foster growth in academic language skills, and enhance academic achievement to meet and exceed all standards. We plan to use computers and smartboards to offer exposure to language through multicultural sites, support for content through non-fiction sources, and reinforcement of written and spoken language skills via audio resources. We also have listening centers with multiple ports to help build newcomers' listening skills and language acquisition. We plan to purchase non-fiction based texts on various reading levels to provide support and vocabulary reinforcement in concert with the common core standards.

P.S. 209 will employ 3 after school per session teachers - one ESL and 2 Common Branch - to service ELLs through small group instruction. The ESL teacher will rotate among the 3 groups and service each group of 10-15 students for an hour each day. The goal is to strengthen skills in the areas of listening, speaking, reading, and writing. Reinforcing these skills with smaller groups 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 for 26 weeks, from October, 2012 through May, 2013, and it will take place on Thursday and Friday afternoons from 2:45-5:45 pm. 43 students are registered for this program, 9 students in the grade 2 group, 17 in grades 3 and 4, and 17 in grades 5-8.

Part C: Professional Development

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

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

Begin description here:

ESL teachers meet weekly to collaborate, assess, and review students' needs, as well as to share Best Practices. Upon examination of our data, we found there has been an improvement in our NYSESLAT scores. We believe early intervention has had an impact. We plan to build on this improvement by delivering supplemental language support to our students in younger grades. We opened this program to our second graders in preparation for 3rd grade curriculum, and we will continue to investigate and consider including our first grade, and even Kindergarten. Workshops will be held, including topics such as:

- Analysis of the ELL Periodic Assessment
- Collaborative Planning for Classroom and ESL Teachers
- Review of the NYSESLAT Exam
- Reinforcing Mainstream Units with ESL strategies

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/guardians of English Language Learners will have the opportunity to attend workshops given at the school during the school year, including topics such as how to help your child at home and how to prepare for the state exams. These workshops, presented by independent providers, and staff, are covered under a 21st Century Grant. The grant will also provide for assemblies, cultural activities through the arts, activities with children, and trips. Parents will be notified of these events through school letters and via email from the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$20132

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. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		