



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 209 CLEARVIEW GARDENS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q209

PRINCIPAL: DR. MARY MCDONNELL

EMAIL: MMCDONN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Mary McDonnell	*Principal or Designee	
Janet Nadel	*UFT Chapter Leader or Designee	
Jeannie O’Gallagher	*PA/PTA President or Designated Co-President	
Jill Garger	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jacqueline Diaz-Fernandez	Member/CSA-Assistant Principal, I.A.	
Debbie Keegan	Member/Teacher	
Jennifer Hoolan	Member/Teacher	
Mary Ann Messina	Member/Teacher	
Nicole SandlerCohen	Member/Teacher	
Roni Lagamjis	Member/Parent	
Joanne Lombardi	Member/Parent	
Judy Leong	Member/Parent	

Georgia DuBois	Member/Parent	
Bettina Como	Member/Parent	
Beth Rivera	Member/Parent	
Erika Babushkin	Member/Parent	

** 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

By June 2013, the classroom teachers will implement one Common Core aligned unit of study in English Language Arts (ELA).

Comprehensive needs assessment

Based on the need to implement Common Core Standards, classroom teachers will work collaboratively to create instructional tasks/units aligned with the Common Core State Standards in ELA.

Instructional strategies/activities

- A schedule will be developed that provides common planning time by grade.
- Same grade teachers will collaborate on lesson plans and Common Core State Standard tasks that will address their grades goals.
- Teachers will partner with teachers in the grade above to look at the Common Core State Standards to help prepare students for a more rigorous future curriculum.
- Same grade teachers will debrief on outcomes and next steps in ELA using the Danielson Framework for teaching in questioning and assessment.
- Instructional Lead Teachers will turn key information from CCSS workshops related to Citywide Expectations and Instructional Shifts provided by Fordham network.
- Same grade teachers will use the Smart Board to enhance their curriculum in ELA reading and writing.
- Same grade teachers will meet to create and utilize standardized rubrics in ELA for writing.
- Common language will be utilized by teachers in all content areas.
- Time will be allotted for inter-visitation between teachers.
- Teachers will meet with the Technology specialist to develop lessons and units of study incorporating technology.
- Saturday Test Prep offered to students in grades 3-5.
- Principal and Assistant Principal are responsible for monitoring progress towards achieving the goal.

Strategies to increase parental involvement

- Informational workshops for parents by Fordham and school staff members in CCSS ELA, and Math Test taking skills and strategies.
- The school will host a Science Fair in grade 3.
- Parent Coordinator and PTA host Book Fairs, Halloween crafts, Bookmaking and Used Book sale.
- Parent Coordinator attends all parent meetings. Responds to parent inquiries and questions.
- Barnes & Noble night parents and staff
- School creates and distributes a School Handbook to all incoming students. Handbook and school wide rules and information on web site.
- Training available for parents on how to navigate and understand ARIS
- School Messenger telephone program, text messaging and email reminders alert parents of all upcoming school-wide or class events.

- School web site informs all parents of weekly and monthly events. Parents can obtain homework on individual class page.
- Open School Week
- Interim Progress Reports in October and January.
- Saturday Test Prep offered to students and families in grades 3-5.
- Parents present at Career Day in May.
- Parents complete Learning Environment Survey during Parent-Teacher Conferences in March.
- Monthly School-wide Calendar distributed to all students with upcoming events and posted on school website.

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

By June 2013, the classroom teachers will implement two Common Core aligned units of study in Mathematics.

Comprehensive needs assessment

Based on the need to implement Common Core Standards, classroom teachers will work collaboratively to create instructional tasks/units aligned with the Common Core State Standards in Math.

Instructional strategies/activities

- A schedule will be developed that provides common planning time by grade.
- Same grade teachers will collaborate on lesson plans and Common Core State Standard tasks that will address their grades goals.
- Teachers will partner with teachers in the grade above to look at the Common Core State Standards to help prepare students for a more rigorous future curriculum.
- Same grade teachers will debrief on outcomes and next steps in Math using the Danielson Framework for teaching in questioning and assessment.
- Instructional Lead Teachers will turn key information from CCSS workshops related to Citywide Expectations and Instructional Shifts provided by Fordham network.
- Same grade teachers will use the Smart Board to enhance their curriculum in Math.
- Same grade teachers will meet to create and utilize standardized rubrics in Math.
- Common language will be utilized by teachers in all content areas.
- Time will be allotted for inter-visitation between teachers.
- Teachers will meet with the Technology specialist to develop lessons and units of study incorporating technology.
- Saturday Test Prep offered to students in grades 3-5.
- Principal and Assistant Principal are responsible for monitoring progress towards achieving the goal.

Strategies to increase parental involvement

- Informational workshops for parents by Fordham and school staff members in CCSS ELA, and Math Test taking skills and strategies.
- The school will host a Science Fair in grade 3.
- Parent Coordinator and PTA host Book Fairs, Halloween crafts, Bookmaking and Used Book sale.
- Parent Coordinator attends all parent meetings. Responds to parent inquiries and questions.
- Barnes & Noble night parents and staff
- School creates and distributes a School Handbook to all incoming students. Handbook and school wide rules and information on web site.
- Training available for parents on how to navigate and understand ARIS
- School Messenger telephone program, text messaging and email reminders alert parents of all upcoming school-wide or class events.
- School web site informs all parents of weekly and monthly events. Parents can obtain homework on individual class page.
- Open School Week
- Interim Progress Reports in October and January.

- Saturday Test Prep offered to students and families in grades 3-5.
- Parents present at Career Day in May.
- Parents complete Learning Environment Survey during Parent-Teacher Conferences in March.
- Monthly School-wide Calendar distributed to all students with upcoming events and posted on school website.

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).

We will TL Translation and Title III Translation monies to provide translation services for our parents to encourage their participation in school. This will provide the hours necessary for our staff to translate at meetings, letters and workshops. In addition, we will use TL money to purchase a contract for School Messenger so that we may keep our parents informed. TL monies will also provide for the maintenance of our school website.

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

By June 2013, the Science department will implement one Common Core aligned writing unit of study in grades Kindergarten through Grade 2 and one in grade 3 through 5. Students will be able to use evidence to support hypothesis in an essay.

Comprehensive needs assessment

Based on the need to implement Common Core Standards, the Science department will work collaboratively along with classroom teachers and instructional leads to help students develop a hypothesis and use evidence to support their findings.

Instructional strategies/activities

- Primary Science Teacher and Upper Grade Science teacher will collaborate with classroom teacher by grade to align the Science curriculum with Common Core State standards.
- Primary Science Teacher and Upper Grade Science teacher will collaborate with classroom teacher by grade to implement the writing tasks and skills in content area.
- Network and Instructional Leads will work with the Science department to enhance questioning techniques and skills.
- Science teachers will debrief with classroom teachers on outcomes and next steps in content area.
- Science Teachers will partner with teachers in the grade above to look at the Common Core State Standards to help prepare students for a more rigorous future curriculum.
- Science teachers will use the Smart Board to enhance their curriculum.
- Students in grade 3 will present their hypothesis at a school Science Fair.
- Instructional Lead Teachers will turn key information from CCSS workshops related to Citywide Expectations and Instructional Shifts provided by Fordham network.
- Common language will be utilized by teachers in all content areas.
- Saturday Test Prep focusing on non-fiction literacy will be offered to students in grades 3-5.
- Principal and Assistant Principal are responsible for monitoring progress towards achieving the goal.

Strategies to increase parental involvement

- Informational workshops for parents by Fordham and school staff members in CCSS ELA, and Math Test taking skills and strategies.
- The school will host a Science Fair in grade 3.
- Parent Coordinator and PTA host Book Fairs, Halloween crafts, Bookmaking and Used Book sale.
- Parent Coordinator attends all parent meetings. Responds to parent inquiries and questions.
- Barnes & Noble night parents and staff
- School creates and distributes a School Handbook to all incoming students. Handbook and school wide rules and information on web site.
- Training available for parents on how to navigate and understand ARIS
- School Messenger telephone program, text messaging and email reminders alert parents of all upcoming school-wide or class events.
- School web site informs all parents of weekly and monthly events. Parents can obtain homework on individual class page.
- Open School Week
- Interim Progress Reports in October and January.
- Saturday Test Prep offered to students and families in grades 3-5.

- Parents present at Career Day in May.
- Parents complete Learning Environment Survey during Parent-Teacher Conferences in March.
- Monthly School-wide Calendar distributed to all students with upcoming events and posted on school website.

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).

We will coordinate our fiscal and human resources by using TL funds to provide per-session and per-diem to ensure common planning, and the ability to work in groups of teachers to plan and provide services. We will also use TL funds to purchase supplies for workshops and trainings. It will also provide incentives for our parents.

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

By June 2013, 100% of pedagogical staff will participate in weekly PD sessions to deepen understanding of high quality instruction and improve teacher effectiveness as measured by Danielson's Framework for Teaching through classroom observations, walk throughs, and professional development.

Comprehensive needs assessment

Based on the need to implement Common Core Standards, teachers will work collaboratively along with Fordham University and our SATIF to grow professionally and deepen their understanding of high quality instruction. Teachers looking at student work across the grades.

Instructional strategies/activities

- All teaching staff attend PD sessions once a week delivered by principal, Fordham instructional leads, or network specialists.
- The schedule will provide common planning time for pedagogical staff to meet with grade level teams a minimum of 2x per week, to analyze, discuss and use student data to plan and guide instruction and assessments in implementing CCSS and Danielson's Framework for Teaching.
- Partnering lower grade with upper grade teachers, they will analyze and evaluate NYS assessments, Acuity and Ed Performance Ed Performance and ECLAS 2 data to improve teacher effectiveness.
- PD will provide by Fordham, administration and staff members to help teachers analyze student data.
- Teachers will informally observe peers during intervisitation visits.
- Attendance sheets, minutes and agendas of team meetings will be updated on a weekly basis.
- Five instructional lead teachers will attend Fordham network workshops and turn key strategies and information learned on the new CCSS and Danielson's Framework for Teaching.
- Principal and Assistant Principal will perform walkthroughs, and informal/ formal classroom observations to ensure teachers are acting as facilitators during classroom discussions and using accountable talk amongst students.
- Principal and Assistant Principal will provide immediate feedback in teacher classroom log books.
- Principal and Assistant Principal are responsible for monitoring progress towards achieving the goal.

Implementation timeline June, 2013

Strategies to increase parental involvement

- Informational workshops for parents by Fordham and school staff members in CCSS ELA, and Math Test taking skills and strategies.
- The school will host a Science Fair in grade 3.
- Parent Coordinator and PTA host Book Fairs, Halloween crafts, Bookmaking and Used Book sale.
- Parent Coordinator attends all parent meetings. Responds to parent inquiries and questions.
- Barnes & Noble night parents and staff
- School creates and distributes a School Handbook to all incoming students. Handbook and school wide rules and information on web site.
- Training available for parents on how to navigate and understand ARIS
- School Messenger telephone program, text messaging and email reminders alert parents of all upcoming school-wide or class events.
- School web site informs all parents of weekly and monthly events. Parents can obtain homework on individual class page.
- Open School Week
- Interim Progress Reports in October and January.
- Saturday Test Prep offered to students and families in grades 3-5.

- Parents present at Career Day in May.
- Parents complete Learning Environment Survey during Parent-Teacher Conferences in March.
- Monthly School-wide Calendar distributed to all students with upcoming events and posted on school website.

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).

We will coordinate our fiscal and human resources by using TL funds to provide per-session and per-diem to ensure common planning, and the ability to work in groups of teachers to plan and provide services. We will also use TL funds to purchase supplies for workshops and trainings. It will also provide incentives for our parents

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

By June 2013, PS 209 will increase the percentage of parents attending PTA meetings, parent workshops, and family events by 10% to promote home and school communication, parental support and involvement in school sponsored activities through the use of school messenger, text messages and email reminders.

Comprehensive needs assessment

Due to consistently low attendance at parent workshops and PTA meetings the need exists to increase parental attendance during the 2012-2013 school year.

Instructional strategies/activities

- Collection of cell phone numbers, and email addresses to update P.S. 209 data base.
- Sign-in sheets at Family Events and workshops to monitor attendance.
- Increased awareness through school-wide announcements, back pack notices, text messages, emails and School Messenger of PTA sponsored events and parent workshops.
- Translators will be available for Parent-Teacher Conferences.
- Important letters and announcements will be provided in several different languages.
- Weekly postings of class homework assignments assessable on the school website to continue student learning at home.
- School website provides links to enriching activities to enhance student learning at home and help make children active learners.
- Curriculum night (Literacy, Art, and Family Math) will be held.
- 5th Grade Field Day activities.
- Establish a Science Fair for grade 3.
- Workshops on the NYS Common Core Standards in ELA, Math, and Science will be conducted by Fordham for parents in testing grades.
- Workshop on the new Special Education Reform will be conducted by Fordham for parents of students with disabilities.
- Parents will be encouraged to access the school web site regularly to remain informed school activities and events.
- PTA will sponsor a community service *Build a Bear* project for Hurricane Sandy Relief.
- School partnered with Scholastic collecting new pajamas for children in need.
- School collected needed supplies for Hurricane Sandy victims at our adopted school P.S. 47.
- Breakfast and Dessert with the Principal program.
- Parent Coordinator and Data Specialist will encourage and address the needs of parents in accessing student data through the ARIS website.
- Character Building and Self Esteem Parent Workshop led by the parent coordinator.
- Learning Leaders (Book Talk, *Artworks NYC*, cafeteria duty).
- Our Student of the Month will increase to two students per class. Students are recognized at assembly programs held the first Friday of every month.
- PTA started a babysitting service for parents so they can attend the PTA meetings.
- Saturday Test Prep offered to students and families in grades 3-5.
- Principal and Assistant Principal are responsible for monitoring progress towards achieving the goal.

Strategies to increase parental involvement

- Informational workshops for parents by Fordham and school staff members in CCSS ELA, and Math Test taking skills and strategies.
- The school will host a Science Fair in grade 3.
- Parent Coordinator and PTA host Book Fairs, Halloween crafts, Bookmaking and Used Book sale.
- Parent Coordinator attends all parent meetings. Responds to parent inquiries and questions.
- Barnes & Noble night parents and staff
- School creates and distributes a School Handbook to all incoming students. Handbook and school wide rules and information on web site.
- Training available for parents on how to navigate and understand ARIS
- School Messenger telephone program, text messaging and email reminders alert parents of all upcoming school-wide or class events.
- School website informs all parents of weekly and monthly events.
- Parents can obtain homework on individual class page.
- Open School Week
- Interim Progress Reports in October and January.
- Saturday Test Prep offered to students and families in grades 3-5.
- Parents present at Career Day in May.
- Parents complete Learning Environment Survey during Parent-Teacher Conferences in March.
- Monthly School-wide Calendar distributed to all students with upcoming events and posted on school website.

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).**

We will coordinate our fiscal and human resources by using TL funds to provide per-session and per-diem to ensure common planning, and the ability to work in groups of teachers to plan and provide services. We will also use TL funds to purchase supplies for workshops and trainings. It will also provide incentives for our parents

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	<ul style="list-style-type: none"> • At risk Extended Day • At risk SETSS • Learning Leaders • Summer school • ACUITY – an internet based program • Foundations Program 	<ul style="list-style-type: none"> • Small group instruction • Small group instruction • 1 to 1 and small group instruction • Level 1 students attend classes • Students in grades 3-5 complete differentiated assignments based on their performance Diagnostic Assessments in ELA and Math • Grades Kindergarten-Grade 2 - flexible grouping during literacy block- based on need 	<ul style="list-style-type: none"> • After school 2x per week for a total of 100 minutes • During the school day • During the school day and during extended day • During the summer • During the school day and extended. • During the school day
Mathematics	<ul style="list-style-type: none"> • At risk Extended Day • At risk SETSS • Learning Leaders 	<ul style="list-style-type: none"> • Small group instruction • Small group instruction • 1 to 1 and small group instruction 	<ul style="list-style-type: none"> • After school 2x per week for a total of 100 minutes • During the school day • During the school day and during extended day

	<ul style="list-style-type: none"> • Summer school • ACUITY – an internet based program 	<ul style="list-style-type: none"> • Level 1 students attend classes • Students in grades 3-5 complete differentiated assignments based on their performance Diagnostic Assessments in ELA and Math 	<ul style="list-style-type: none"> • During the summer • During the school day and extended.
Science	<ul style="list-style-type: none"> • At risk Extended Day • At risk SETSS 	<ul style="list-style-type: none"> • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> • After school 2x per week for a total of 100 minutes • During the school day
Social Studies	<ul style="list-style-type: none"> • At risk Extended Day • At risk SETSS 	<ul style="list-style-type: none"> • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> • After school 2x per week for a total of 100 minutes • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At risk guidance provides services to children who are experiencing affective domain issues which are impacting on their ability to achieve academically, individually and in small groups during the school day. In addition, the Guidance Counselor leads our school monthly SST (Student Support Team) meetings and participates on our FBA (Functional Behavior Assessment) Team. • Guidance Counselor 	<ul style="list-style-type: none"> • Individually and in small groups during the school day. In addition, the Guidance Counselor leads our school monthly SST (Student Support Team) meetings and participates on our FBA (Functional Behavior Assessment) Team. • On a as needed basis 	<ul style="list-style-type: none"> • During the school day • During the school day.

	<p>implements whole class programs addressing behavioral issues i.e., bullying, character building and diversity.</p> <ul style="list-style-type: none"> • Guidance Counselor Participates on our schools SST. • Social Worker acts as the Liaison between home, school and community. • Social Worker provides social histories for evaluations. • Social Worker participates on our schools SST. 	<ul style="list-style-type: none"> • One Time per month • Parent conferences, and one to one counseling. • Parent interviews. • One time per month. 	<ul style="list-style-type: none"> • During the school day.
	<ul style="list-style-type: none"> • Our school psychologist does not see students for counseling. We share her services with P9 a district 75 school located in our building. She does provide educational evaluation • Our school psychologist communicates and makes recommendations as needed to parents, administration and staff to discuss students at risk and is available for parent meetings for at risk students. • Our school psychologist attends all school SST 	<ul style="list-style-type: none"> • Student Testing, Interviewing and classroom observations. • Meeting with teachers and parents • Observations, Meeting with teacher and administrators. 	<ul style="list-style-type: none"> • During the school day. • During the school day. • During the school day.

	meetings to discuss students at risk and is available for parent meetings for at risk students, leads our FBA Team to implement a BIP.		
	<ul style="list-style-type: none"> • At risk Speech services, OT/PT, Adaptive Physical Education provided children with support needed for students with disabilities • AT risk Speech services, OT/PT, Adaptive Physical Education participates on our schools SST and FBA teams. 	<ul style="list-style-type: none"> • Individually and in small groups. • Observations, Meeting with teacher and administrators. 	<ul style="list-style-type: none"> • During the school day. • 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.

- 100% of the teachers at PS 209 are fully licensed and permanently assigned to the school with 100% having earned a Master's Degree or higher. According to the BEDS 2011 SDAS 100% of core classes are taught by "highly qualified" teachers. High-quality and ongoing professional development for teachers, administration, and paraprofessionals is offered to enable all children to meet the State's student academic standards through Fordham University.
- Ongoing PD is provided for all staff members through our Thursday weekly lunch meetings, Wednesday weekly afternoon inquiry meetings, and common planning time on a weekly basis.
- We also require teachers to participate in committee work that involves curriculum issues, as well as community issues.
- We recruit teachers through our student teaching program with Queens College, Fordham University and St. Joseph's College.

**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;

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 OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 Anita BATISTI	District 25	Borough Queens	School Number 209
School Name Clearview Gardens School			

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

Principal Dr. Mary McDonnell	Assistant Principal Pamela Hoffman
Coach type here	Coach type here
ESL Teacher Kari Kamhawy	Guidance Counselor Matilda Falzone
Teacher/Subject Area Janet Nadel/Science	Parent type here
Teacher/Subject Area Nicole Sandler-Cohen	Parent Coordinator Mary Gross
Related Service Provider type here	Other Jennifer Hoolan/Special Ed
Network Leader Marge Struk	Other type here

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	2	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	0		

D. School Demographics

Total number of students in school	672	Total Number of ELLs	38	ELLs as share of total student population (%)	5.65%
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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. 

Paste response to questions 1-6 here

PART II: ELL IDENTIFICATION PROCESS

The parent/guardian of every child that enters P.S. 209Q for the first time fills out a Home Language Identification Survey (HLIS). The HLIS is available in 14 languages on the New York City Department of Education Office of English Language Learners website (copies also available in main office). If the HLIS is not available in the parent's home language, the English version is administered with the help of the Translation & Interpretation Unit or with a parent/or teacher who speaks the appropriate language. The team designated to administer the HLIS, which includes the informal oral interview in English and in the native language, and the formal initial assessment, consists of an ESL teacher, Principal/ESL certified, and Assistant Principal. Part 1 of the HLIS determines LAB-R Eligibility. If the parent/guardian checks "Other" at least once in items 1-4 and at least twice in 5-8, then the parent and student are interviewed to establish home language. If "Other" is checked in item number 5 and all others are checked "English" in 6-8, the parent and student are interviewed to establish home language. All students are given an informal interview even if HLS indicates English to be sure the child is English proficient. The original HLIS are filed in each student's cumulative folders and a copy is filed in the main office. If the student's HLIS indicates a language other than English the ESL teacher administers the Lab-R to the student within 10 days of entering the school. If the student's native language is Spanish; a Spanish Lab is also administered by a Spanish speaking teacher. The Lab-R is hand- scored at the school and the answer grids are sent to the ISC. If student scores below proficiency; student is an ELL. If student scores at or above proficiency; student is not an ELL. Immediately after identifying the ELL students an "Entitlement Letter" with the Parent Survey and Program Selection Form are sent out to all identified ELLs (within 5 days after the Lab-R has been hand scored). This information is sent in both the parent's native language and English. If a student was administered the Lab-R and was found to be proficient in English a "Non-Entitlement Letter" is sent to the parents in English and in their native language. ELL Parent Orientation is provided for all new ELL parents. The parents/guardians of newly admitted potential ELLs are notified in the appropriate language to attend a Parent orientation. The Parent orientation is conducted by the ESL teacher and parent coordinator. During the orientation the parents are provided with translated meeting agendas and handouts. Interpreters are available during the orientation. The parents are shown the Program Orientation DVD in the appropriate language(s). All three programs are then reviewed with the parents. Parents are provided with a list of schools in the district showing other bilingual programs in the appropriate language. Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program, if available. Parents/guardians are also informed that if there are enough students of one language in one grade, or two contiguous grades, the school must form a Transitional Bilingual Education (TBE) program. If there are not enough students to form a TBE program, the school is mandated to provide an English as a Second Language Program to the students. The ESL teacher, Parent Coordinator and translators assist parents in completing the Parent Survey & Program Selection Form. The parents are asked to read, complete and sign the documents. The parents are advised that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. The parents are offered the opportunity to ask questions about any of the programs. After the parents watch the video and completely understand the three programs they are asked to make their program choices. The parents are given the Parent

Coordinator’s name and phone number for any further assistance (healthcare information, ESL classes, etc.). A “Placement Letter” is then sent to the parent/guardian in both English and the appropriate language informing them that based on their response to the Parent Survey and Program Selection Form their child has been placed accordingly. This is completed within the first 10 days of the student’s admission to school. The parents are informed about Title III, PS209’s after school ELL program and Parent Workshops available throughout the school year. If a parent is unable to attend the initial orientation a letter(s) is sent out requesting a meeting. A phone conference with a translator is placed or a one-on-one make-up session is conducted with a translator. A check-off list is created to monitor attendance and return of all Parent Survey and Program Selection forms of all ELL parents. The ESL teacher monitors to make sure all Parent Survey and Program Selection forms are completed by parents. All identified ELLs are tested yearly using the New York State English as a Second Language Achievement Test. The ESL teacher prepares a schedule indicating time and test section to be administered. All testing accommodations are adhered to on those days. During testing there is limited mobility throughout the building and no announcements. If the student continues to be entitled for ELL services a “Continued Entitlement Letter” is sent out to the parents in both English and the appropriate language. If the student scores proficient they are no longer entitled to ELL services and a “Non Entitlement/Transition Letter is sent out in both English and the appropriate language. After reviewing the Parent Survey and Program Selection forms from the past few years, it has been noted that the trend in program choices that parents select has remained consistent. Approximately 95% of the parents of ELLs in our school select the Freestanding ESL program as their choice. The remaining 5% choose a Dual Language program. This year two parents out of the twelve new entrants, chose the Transitional program as their first choice. There is a slight movement towards Transitional this year as opposed to Dual Language program in prior years. Those parents are given the option of selecting a neighboring school which has a Transitional Language program. Our school has a Freestanding ESL program which is aligned with what the majority of parents have been requesting. PS 209’s administration continues to monitor trends that could lead to the implementation of a Dual Language or Transitional Bilingual classes to better serve our ELL population.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)		34	Special Education	11
SIFE	0	ELLs receiving service 4-6 years		4	Long-Term (completed 6 years)	0

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

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	34		8	4		3				38
Total	34	0	8	4	0	3	0	0	0	38

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	1	1	2	1	1									6
Chinese	10	4	5		4									23
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	2	1	2											5
Punjabi														0

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
Polish														0
Albanian														0
Other			2		2									4
TOTAL	13	6	11	1	7	0	38							

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?

Pa ste response to questions 1-7 here

At P.S. 209, we use the Freestanding English as a Second Language program model to provide all instruction in English using ESL methodologies and native language support with ELL peers. A combination of a push-in and pull-out model is used. In the push-in program, the ESL teacher works with ELLs during content instruction in collaboration with the classroom teachers to promote content comprehension, language acquisition and vocabulary support. In the pull-out program, ELLs who spend the majority of their day in an all-English content instruction class, are brought together from various classes for small group explicit English instruction. Scheduling is constantly changing based on the needs of the students. The students are assessed and based on their results they are placed within the ELL group that best provides for their needs. This year there are seven groups. There are two fourth grade groups. One group is homogenous and one group is heterogeneous. There is one grouped combined with second and third graders. This group is homogeneously grouped. There are two kindergarten groups. One kindergarten is grouped heterogeneously and one is grouped homogeneously. There is one newcomers group to provide additional support to the required time stated in the CR Part 154. The last group of ELL's consists of first graders. Instruction for this group is applied through the push-in model. Units of study in these grades are in the form of thematic/cooperative units, allowing peer native language discussion and support. The ESL teacher collaborates with classroom teachers to ensure alignment with the curriculum through the use of the Treasure Chest ELL reading program, Social Studies and Science curriculum. Students receive the New York State ESL/ELA allotted instruction time based on students' English proficiency levels. The

A. Programming and Scheduling Information

ESL teacher/coordinator is in charge of scheduling to assure each student receives the required allotted time. (180 min for Advanced and 360 min for Beginners and Intermediate). All content teachers use ESL methodologies (pictures, videos, hands-on, etc.) to make content more comprehensible. Teachers are continuing to be trained in the SIOP model and will soon incorporate this model into their lessons. Paraprofessionals assist in translations for students to provide access to academic vocabulary and content. We presently have four students that are receiving extension of services. One student is in a 12-1-1 class and receives ESL services and is also being serviced according to his IEPs. Two students are in a SETTS class and receive ESL services. The fourth student receives At-Risk counseling and ESL services. All of the above students are given the opportunity to attend the after school Title III ELL program. They are also working one-to-one with Learning Leaders. At the present time we do not have any long term ELLs. We presently have no SIFE students. Our plan for SIFE students would be as follows: deficits and strengths in language acquisition and skills in other academic areas would be assessed; based on assessment; instruction would be differentiated and adapted to meet the needs of each student. Instruction using the Wilson/Fundations program would be provided to enhance letter /sound recognition. SIFE students would also participate in the Title III after school program, twice a week (3hours) in order to further strengthen literacy skills. Peer tutoring and cooperative learning techniques among other strategies would be implemented to facilitate language acquisition and usage. At-risk resource services are also available. Through technology (PixWriter3 Program) SIFE students would have the opportunity to demonstrate their writing abilities through pictures/words. This program provides students with the feeling of accomplishment and empowers them to want to write. A newcomers group is formed for all newcomers. This group not only provides students with accelerated learning through a focus on literacy, native language supports, and intensive ESL instruction, but also acculturates them to their new city and country. The newcomers group helps accelerate students' transition with an intensive support structure; facilitates assessment and placement; builds background knowledge; and advises students about life in the City. Native language support is provided whenever possible. (parents, student teachers and staff members that speak appropriate language) Academic Intervention Services (AIS) would be provided to meet the needs of special needs ELLs. These students would be in need of additional assistance to acquire academic language necessary to meet the state standards in English Language Arts, Mathematics, Science and Social Studies. Guidance and support services would be provided to assist special needs ELLs who are experiencing affective domain issues that impair their ability to achieve academically. At-risk Resource Room, At-risk Guidance and At-risk Speech and Language provide additional help for special needs ELLs. P.S. 209 would provide for special needs ELLs through Learning Leaders, Triumphs Intervention Program, Wilson, PixWriter, and differentiated classroom instruction and our Extended Day program. Our support staff of teachers (ESL, SETSS, IEP, Speech/Language, AIS Providers) would push into classrooms with targeted ELLs to reduce student-teacher ratio and provide teachers with strategies to differentiate instruction. Scheduling is constantly changing based on the 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

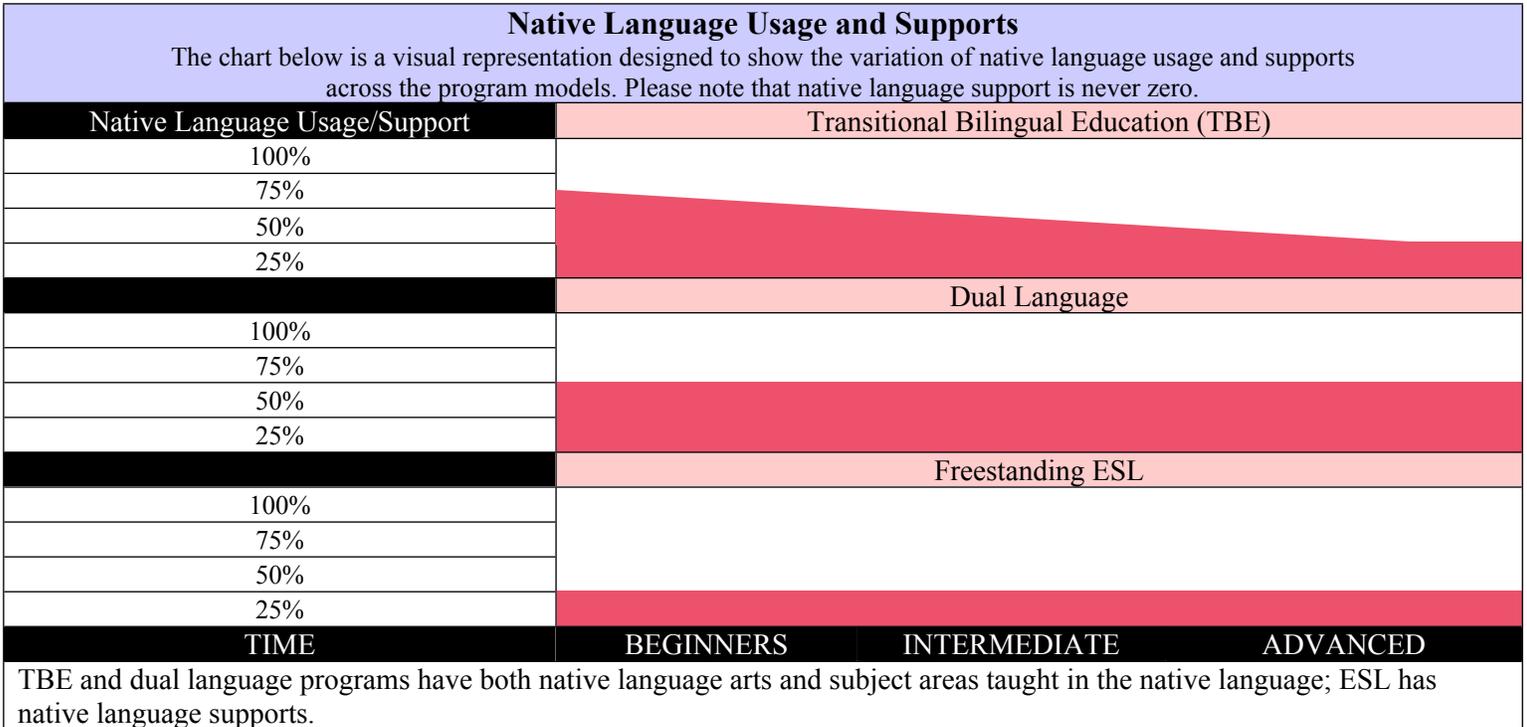
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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



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?

Paste response to questions 8-17 here

The targeted intervention programs for ELLs are available for all content areas. At-risk resource is available for ELA and Math. At-risk speech is also available for language and speech. Learning Leaders utilize the Great Leaps program for phonetic instruction. Wilson/Fundations programs are implemented for letter/sound recognition. Native language support is provided whenever possible (parents, student teachers, books). Our Chinese speaking students receive native language support during the school day and extended day by our Chinese paraprofessional. P.S. 209 ELLs receive academic content area instruction in English using ESL methodology and instructional strategies. These include scaffolding, teaching academic language and content, language usage and structures in context, using visuals, concrete objects and a variety of print and digital resources. Teachers model academic language and consistently use spiraling strategies so that language skills grow increasingly more complex. Vocabulary, language usage and structures are incorporated into every lesson. Teachers have both content and language objectives incorporated in every unit of study. Native language books (in appropriate age and grade levels) are available in the ELL section of the school library. Electronic dictionaries and NYC glossaries are also used for additional native language support. Parents are invited to do read alouds in targeted languages. All former ELLs continue to receive academic support and modifications for two years after attaining proficiency. All former ELLs continue to receive extended time, separate location; bilingual dictionaries and glossaries; simultaneous use of English and alternative language editions; oral translation for lower incidence languages; third reading of listening selection and writing responses in the native language. An after school program is offered to all ELLs through Title III. All parents receive an invitation for our after school Title III program in both English and native language. In terms of improvements/new programs for the upcoming school year we will continue to provide our ELLs with access to books on tape, electronic dictionaries, laptops for internet usage, PixWriter, Great Leaps, MacMillan ELL reading program, big books with rhyming and listening cds, story readings by adults in native language, and books in native languages. Students receive individual targeted instruction during our school's Extended Day program with staff members speaking Cantonese, Mandarin and Arabic. A new program for assessment will be implemented for this year which will specifically assess English proficiency. Native language support is provided during cooperative learning through discussions with peers speaking appropriate language. All services and instructional materials correspond to students' ages and grade levels. All new students are given a tour (by the ESL teacher) of the school building and introduced to the different cluster teachers. A teacher, paraprofessional, student teacher or parent provides support for this tour in the students' native language.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

This year we will continue our efforts in strengthening our knowledge and begin to implement the RTI program. We will also continue training in SIOP for all classroom and cluster teachers. We will continue to educate all classroom teachers, Assistant Principals, paraprofessionals, Guidance counselors, Psychologists, speech therapists, occupational/physical therapists, secretaries and parent coordinator on the basic principals of language acquisition. All classroom teachers and other teaching personnel (mentioned above) will be provided with extensive professional development. The ESL teacher will articulate and model principles of effective instruction for ELLs through co-teaching and professional development opportunities. ESL, classroom teachers and support staff will also attend workshops to emphasize Balanced Literacy techniques to use with ELLs. Ongoing professional development is provided by the ESL teacher at grade conferences and during professional development periods (also on a one-to-one basis as needed). During these periods, classroom teachers, Assistant Principal, paraprofessionals, Guidance counselor, psychologists, occupation/physical therapists, speech therapists, secretaries and parent coordinator are taught techniques on how to work with and be sensitive to ELL's needs. New teachers are trained to know the basic principles of second language literacy instruction, understand second language acquisition and cross-cultural contexts, and provide ELLs with content-based instruction using comprehensible input. The staff is informed on the importance to include native language support whenever possible. Staff is provided with translators, written translation services to assist them with their ELLs transition from one school level to another. Professional Development will begin in November, once a month for one hour in order to fulfil the minimum 7.5 hours of required ELL training. There will be a sign-in sheet available to maintain records of all Professional Development meetings.

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?

Paste response to questions 1-4 here

In September an orientation is provided to all ELL parents. Follow-up for non-attending parents is performed by the Parent Coordinator and ESL teacher (phone calls with interpreters and translated follow-up letters are sent). During the meeting the parents are informed of Title III, and any other services that their children are entitled to receive. Parents are invited to attend Parent Conferences and are informed that translators in their native language will be available. Materials and notifications are available in parents' native languages. Workshops will be conducted by the ESL teacher to inform ELL parents about the state exams. Two Saturday sessions will be offered to the parents of all ELL students. Each session will run from 9:00 am to 11:00 am. An ESL certified teacher will be conducting the workshops. Translators will be provided according to need. Session one will focus on the ELA and Math State Exam and Session two will focus on the NYSESLAT exam. These sessions will provide information and will better equip parents to prepare their child for the upcoming state exams. The Parent Coordinator's office is the designated area for parents to pick up information that can help them support their child's academic achievement. We are presently in the process of starting ESL classes for the ELL parents in the community. Information on services such as healthcare, citizenship classes, etc. may be obtained at the Parent Coordinator's office. Parents are informed during the orientation that the Parent Coordinator is always available with phone translations for any school-related issues that may arise. Parents' needs are evaluated during the orientation meetings, parent teacher conferences, and meetings that are held throughout the year specifically for ELL parents (translators are always available during all ELL meetings). A new survey is in the process of being created and translated in order to better evaluate the needs of our parents. PS 209 is in the process of partnering with New York City Adult Learning Center to provide our ELL parents with ESL, GED, and Citizenship classes to be held at our school.

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)	2	3			1									6
Intermediate(I)		2	2	1	2									7
Advanced (A)	11	1	9		4									25
Total	13	6	11	1	7	0	0	0	0	0	0	0	0	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	0	0								
	I		1	0	0	0								
	A		3	5	0	4								
	P		2	6	1	3								
READING/ WRITING	B		3	0	0	1								
	I		2	2	1	2								
	A		0	6	0	4								
	P		1	3	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	3	2		7
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	1		0	3	2			7
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

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

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)									

Native Language Tests								
Test)	# 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
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

We presently assess early literacy skills of ELLs with many different programs (ECLAS-2, Foundations, Treasures, Rigby and teacher created assessments. The data obtained from these assessments helps the teacher understand each child’s needs and areas of weakness. Based on the assessment results the teacher will be able to differentiate instruction accordingly. This data can also assist the school when making decisions as to what programs and software to purchase and use that would best benefit the ELLs. This year 2011-2012 there are a total of 38 ELLs. 13 students are in Kindergarten, 6 students are in Grade 1, 19 students are in Grades 2- 4 and 0 students are in Grade 5. Students speak Chinese, Farsi, Spanish, Korean, and Greek. This year 2011, 58 General Ed Kindergarten students tested the LAB-R; 2 scored at Beginners level, and 11 scored at Advanced level and the remainder tested out. A total of 25 General Education and 8 Special Education students tested the NYSESLAT. The majority of the students scored higher in Listening and Speaking than Reading and writing. In Kindergarten 1 Special Ed student tested and scored a B. In Kindergarten 8 General Education students tested; 3 scored B; 0 scored I; 1 scored A and 2 scored Proficient. In Grade One 4 Special Ed students tested; 2 scored I and 2 scored A. In Grade One 11 General Ed students tested; 0 scored I; 7 scored A; and 4 scored Proficient. In Grade Two 1 Special Ed student scored I and one General Education student tested scored Proficient. In Grade Three 3 Special Education students tested, 2 scored I and 1 scored A. In grade Three 2 General Ed students tested; 1 scored I and 1 scored B. There were no fourth grade students who tested. In Grade Five there were no Special Ed students and 2 General Ed students 1 scored A and 1 scored B. After reviewing and analyzing the NYSESLAT modalities—Reading/Writing and Listening/Speaking—overall the ELL students performed better on the Listening and Speaking than in Reading and Writing. The ESL teacher will focus instruction on explicit reading comprehension and writing lessons in order to improve ELLs English acquisition. The ELL student will be afforded greater opportunities to practice both their reading and writing skills in order to enhance reading comprehension and writing skills. ELL Periodic Assessment was administered to our ELL population during the first assessment period. The data will be used to steer future instruction. The scores were evaluated and immediate attention was given to students who did not perform well. These are the students who will receive additional ELL services above the required amount by the CR Part 154. They will be tested during the next administration window and prior assessments will be compared to current assessment to evaluate students’ progress. The success of our ELL program is evaluated by comparing the prior year’s NYSESLAT, E-Class, New York State ELA and Math examinations to the present year’s scores. The data is analyzed and based on the findings, the ELL program is restructured to meet the needs of the ELL population.

Additional Information

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q209**

School Name: **PS 209 Clearview Gardens School**

Cluster: _____

Network: **Fordham**

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.

ATS OTELE Report
Home Language Information Survey
Parent request

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.

PS 209 administration and staff has identified the need to reach out to our ELL families and parents who speak languages other than English. The languages identified are Chinese (Mandarin), Chinese (Cantonese), Korean, Spanish, Farsi, Russian, Vietnamese, Portugese, Greek and Sign Language. Our parent coordinator provides parents with translated verisons of the Bill of Parents Rights and Responsibilities, in the appropriate languages. School signage and forms are in the languages required by our school population. The NYCDOE Translation Unit provides translated versions of pertinent information which are sent home to identified ELL families and or non-English speaking parents. Translation service turnaround is determined by the length of the text and the number of texts they are currently translating.

Feedback was derived from past experience, highlighted by classroom teachers, guidance counselor, ELL specialist, and the Parent Coordinator. Parent volunteers and school staff members meet periodically to discuss the implentation of materials and programs to increase the involvement of non-English speaking parents in their children's education.

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.

Translation of School's Student Handbook, PTA meeting notices, school assembly announcements, ELL Literacy Through Drama Afterschool program, all flyers relating to Parent Workshops, with a major focus on curriculum and testing and any DOE notices not already in translated version are provided to ELL parents and non-English speaking parents. These materials will be translated into Chinese, Korean, Spanish, and Russian, so that parents can understand school and individual student goals and expectations when working with their children. Written translations will be provided by the DOE Translation unit via the internet.

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.

Translation services in Chinese, Korean, Farsi, Portugese, Spanish, Greek, Russian, and Sign Language will be provided at ELL Parent Orientation, PTA meetings, Back-to-School Night, Parent-Teacher Conferences, Parent Workshops, one-to-one parent meetings required by the classroom teacher and guidance counselor, ELL testing and Telephone communications. Services will be provided by the DOE Translation and Interpretaion Services, in-house school staff, or LIS Services (outside contractor).

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 wants to ensure that all of our families are able to participate in all activities taking place in school. Translators will be present at Parent-Teacher Conferences, Back-to-School Night and Parent Orientation. Translation services in Chinese, Korean, Farsi, Portugese, Spanish, Greek, Russian, and Sign Language are currently available, based on the ATS OTELE report, Home Language Survey and specific parent or teacher request. The DOE website provides information in covered languages. Translated versions of the Bill of Parents Rights and Responsibilities are prominently posted.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 209 Q.	DBN: 25Q209
Cluster Leader: Debra Maldonado	Network Leader: Marge Struk
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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: <u>36</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on our analysis and in order to address and help create a low affective filter for our ELL population (grades Kindergarten through fifth) we will offer a Title III program which will be held on Thursday and Friday afternoons from 2:20 to 3:50. This program will help ELL students build capacity as a community at P.S.209, as well as build self-esteem, reduce anxiety and inhibitions and enhance motivation. Putting into consideration that children below 12 are not interested in the rules of the language, or in analyzing grammar, but rather in games, songs, and activities that are meaningful to them (Brown (1994: 59); we decided to use literacy through drama as our method of lowering the affective filter for our ELL population. We plan to give our ELL students the chance to be noticed, attended to, valued and affirmed. These students will meet 3 hours per week afterschool for 16 weeks. This program will begin on January 10, 2013 and end June 7, 2013. They will be learning & rehearsing dialogue, songs and dances in English. The students will be required to maintain a reflection journal of their experiences. The ELL teacher will conference with each student and guide them during their reflection time. A script as well as rehearsal CD (with songs) will be sent home for them to listen to and practice. Our school received a Disney grant in the 2009-2010 school year. Four teachers (1 ELL teacher, 1 music content area teacher and 2 general education classroom teachers who also teach chorus) will be running the program. The music teacher and 2 general education teachers were trained by Disney teaching artists. The ELL teacher will provide support using ESL methodologies during rehearsals for the targeted ELL population. Our participating students will get native language support by their peers. Our goal is to strengthen the students' self esteem, listening, reading, writing and speaking skills so that these skills will carry over and improve students' NYSESLAT scores.

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: Due to our increasing ELL population, professional development will be provided by our full time ESL teacher, to all teachers in the building. Training will be held during monthly faculty conferences, monthly grade conferences, professional development lunch sessions and as needed on a

Part C: Professional Development

one-to-one basis. Areas to be covered will include topics of ESL methodology such as; scaffolding, planning, assessment, differentiated instruction and test preparation. The sessions will be once a month for one hour from November to June during professional development lunch sessions.

As for our Title III Program, the ESL teacher will collaborate with the 3 teachers on an on-going basis at no cost to the program.

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: Parent workshops will be given by our PSO Fordham University on a monthly basis. Two workshops will also be conducted by the ESL teacher informing parents about the state exams. Each session will run from 9:00am to 11:00am. Translators will be provided according to need. Session one will focus on the ELA and Math State Exam and Session two will focus on the NYSESLAT exam. During these meetings parents are free to open discussions about any other issues that they may need assistance with. A letter will be sent to all ELL parents informing them about these meetings. Every ELL parent will receive the letter in both English and their native language. Translations of letters will be provided by the DOE, teachers and parents. The Administration, ESL teacher, Parent Coordinator, and teachers work hard to ensure that our school environment is welcoming and inviting to all parents; resulting in a more effective home-school relationship.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$9,010.80	After-school program (# of teachers) X (total hours per teacher) X (per session with fringe benefits) 4 X 45 X \$50.06= \$9010.80
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		????

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,189.20	\$90.00 Refreshments for Parent Workshops \$247.18 Materials for Parent Workshops (folders, paper, ink cartridges, etc.) \$926.48 Disney Show License and play scripts \$300.00 Disney rehearsal music CDs \$400 Playbill \$225.64 Snacks for children staying afterschool
Educational Software (Object Code 199)	??????	N/A
Travel		N/A
Other		N/A
TOTAL	\$11,200.00	