



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 209 THE MARGARET MEAD SCHOOL

DBN (i.e. 01M001): 21K209

Principal: MRS. FRAN LOCURCIO

Principal Email: FLOCURC@SCHOOLS.NYC.GOV

Superintendent: MS. ISABEL DIMOLA

Network Leader: MRS. LISA GIGOUX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mrs. Fran Locurcio	*Principal or Designee	
Mrs. Marcia Joyce	*UFT Chapter Leader or Designee	
Mrs. Peggy Judeh	*PA/PTA President or Designated Co-President	
Mrs. Jeannie Favara	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mrs. Grace Russo	Member/ Teacher	
Mrs. Michelle Ross	Member/ Teacher	
Mrs. Carmela Martinez	Member/ Parent	
Mrs. Claudia Frade	Member/ Parent	
Mrs. Vanessa Hofler	Member/ Parent	
Mrs. Ghader Judeh	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 100% of teachers will receive formal and informal observations and feedback to support teacher growth based on Danielson's Framework for Teaching

Comprehensive Needs Assessment

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

According to 2013-2014 Citywide Instruction Expectations, all schools will be involved in the implementation of the new teacher evaluation system.

The data from the 2012-2013 ELA assessment showed that of the 399 students, that took the test in 2013, only 28% scored a level 3 or above.

Evaluation of teachers is based on observations reflecting the Danielson model and the use of student data in instruction.

Instructional Strategies/Activities

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

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

1. Administrative Team will conduct observations based on Danielson's Framework For Teaching
2. Teachers will receive timely target feedback to ensure students are receiving rigorous instruction that is rooted in CCLS with a focus on ELA content
3. Professional development will be provided to staff on the implementation of the Danielson's Framework for Teaching
4. Benchmark meeting will take place monthly for administration to monitor progress of students and help improve instruction throughout the school

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

1. Administrative Team consisting of Principal and two Assistant Principals will conduct periodic informal observations, as well as scheduled formal observations
2. Administration will conduct feedback sessions
3. Network specialists, ARIS Learn and Administrative teams will be used for professional development for staff

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

1. ADVANCE data system will be used to track teacher observations
2. Administration will provide teachers with next steps from information gathered during observation, teachers will be given opportunities for inter-visitation to observe best practices.
3. Professional development opportunities will be provided by network specialist, webinars, and during Faculty Conferences
4. Teachers will discuss student work and reflect on instruction during monthly benchmark meeting with administration to ensure students are receiving high quality instruction. Vertical planning teams will meet monthly to compare progress and target areas of need on an instructional level. Inquiry teams meet weekly to monitor and review student progress and adjust instruction appropriately

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

1. Observations will be conducted throughout the year from September till June
2. Feedback will be ongoing throughout the 2013-2014 school year.
3. Professional development began in September 2013 and will continue till June 2014
4. Benchmark meeting take place monthly starting in October and continue till June

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

1. Danielson's Framework for Teaching will be used to support observations and feedback sessions
2. Network Specialists and ARIS Learn will be used to support professional development
3. Student work and assessment gathered from monthly benchmark meetings will be used to monitor progress

Strategies to Increase Parental Involvement

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

1. We will encourage and support attendance at P.T.A meetings, curriculum conferences, Parent/ Teachers conferences, and parent workshops
2. We will review agendas from SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
3. We will encourage students and families to engage in reciprocal and ongoing communication regarding progress toward meeting school standards and expectations, including student's strengths, weaknesses, and next learning steps.

4. PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
5. Parent- Teacher Conferences are conducted twice per year to inform parents of student progress.
6. Report cards are distributed 4 times per year in grades k-8.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of students in grades K-8 will experience CCLS aligned units in all subject areas, and begin to implement city and state recommended ELA and math programs

Comprehensive Needs Assessment

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

According to the 2013-2014 City Wide Instructional Expectations, administrators must focus their efforts and resources toward the goal of creating a rigorous and coherent instructional experience for students and educators. Curricula must be aligned to standards in all content areas.

On the 2013 ELA we had 399 students test, 42% scored level 2 and 29.4% scored level1.

Instructional Strategies/Activities

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

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

1. The need stated above prompted administration to implement new programs designed to ensure students receive rigorous instruction in an attempt to identifying and address the gaps between what the standards demand and what our students know and are able to do.
2. Teachers will be programed to meet twice weekly during grade meetings to look at student work and reflect on units and lesson plans in order to ensure tasks are rigorous and aligned to CCLS.
3. Periodic Assessments are given throughout the year in order for teachers, students, and administrators to monitor progress
4. Teacher Teams will meet weekly to reflect on student work and assess progress of new program

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

1. With guidance from administration through clear and consistent articulation of a common instructional vision, teacher teams will engage in the development and implementation of CCLS aligned curriculum during collaborative inquiry.
2. Teacher will also receive professional development from Network Specialists on aligning new curriculum to CCLS
3. Testing Coordinator and Data Specialist will schedule periodic assessments and prepare data for staff that is comprehensive

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

1. During monthly benchmark meetings and grade meetings, administrators and teachers will review curriculum maps to ensure that units are connected to prior learnings, incorporate CCLS and engage all students in activities that involve high – level thinking skills.
2. Through formal and informal observations of lessons, the administrative team will direct and support teachers in the implementation of new curriculum
3. Periodic Assessment data managements systems are used for teacher, parents and Administration to access scores and monitor progress

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

1. Implementation of new curriculum began in September 2013 and will continue through the 2014 school year.
2. Grade meetings and Benchmark meetings will begin in September 2013 and continue till June 2014. Vertical planning teams meet once per month and inquiry teams meet weekly
3. Periodic assessment re given in ELA are given In January 2014

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

7. Teachers of ELA in grades K-5 will implement Pearson Ready Gen program. Teachers in grades 6-8 will be using Scholastic Code X ELA program. Go Math will be used in grades k-5 and CMP3 will be used in grades 6-8 for mathematics instruction. Foundations will be used as a support for grades K-2.
8. Administration strategically programmed teachers to meet twice weekly to maximize collaboration across grades
9. Fountas and Pinnell assessments are given 4x per year. SchoolNet periodic assessments are given 3x per year in ELA and mathematics
10. Teacher Turn-key Teams will provide professional development for new ELA and math programs

Strategies to Increase Parental Involvement

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

11. We will encourage and support attendance at P.T.A meetings , curriculum conferences, Parent/ Teachers conferences, parent workshops, and through global connect
12. We will review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
13. We will encourage students and families in reciprocal and ongoing communication regarding progress toward meeting school standards and expectations, including student's strengths, weaknesses, and next learning steps.
14. PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
15. Open school meetings are conducted twice per year to inform parents of student progress.
16. Report cards are distributed 4 times per year in grades k-8.
17. Information regarding periodic assessments including Fountas and Pinnell Assessments are sent home periodically.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 100% of teachers will be trained in using systems to monitor progress and allow staff to make adjustments in practice to meet the needs of student groups in order to ensure communication between staff and align curriculum across grades.

Comprehensive Needs Assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Data from the 2013 state assessments showed only 28% of students scoring level 3 or below on the ELA assessment and 38% scored level 3 or above on the math.

Instructional Strategies/Activities

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

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

1. Baseline assessment in ELA , Math, Social Studies and Science were administered in grades 6-8
2. Math baseline assessments were administered using Scantron Performance series
3. Periodic Assessments in ELA and math will be given via SchoolNet
4. Fountas and Pennell assessments for grades K-8
5. STARS Classroom will be used for report cards in grades K-8
6. Teachers will receive professional development from testing coordinator and Data Specialist on the administration of the new Scantron System, STARS Classroom, and SchoolNet data system.

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

1. Testing coordinator in conjunction with Data Specialist will be used to program assessment administration. Teachers were programmed to score and input data. Administration facilitated data analysis during inquiry.
2. Technology teacher along with Testing Coordinator were used to facilitate the administration of baseline assessment on the computer.

3. Testing coordinator along with administration will be used to program administration and professional development of Scantron Performance Series Assessment
4. All classroom teachers in grades K-8 will administer F&P assessment and analyze results
5. STARS program Chair and Administration will facilitate professional development and implementation of the new STARS Classroom
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Monthly benchmark meeting and weekly Inquiry meetings will be used to analyze data and adjust instruction accordingly
2. Monthly benchmark meeting and weekly Inquiry meetings will be used to analyze data and adjust instruction accordingly
3. SchoolNet System will be used to monitor progress of periodic assessments and data will be discussed and benchmark and inquiry meetings
4. Fountas and Pinnell Assessments will be monitored through STARS data system
5. Report cards will be distributed 4x per year to monitor student progress
D. Timeline for implementation and completion including start and end dates
1. Baseline assessments were given in September 2013 and final performance assessments will be given again in the spring of 2014
2. Math baseline assessments on Scantron system were given in October 2013 and final performance assessments will be given again in Spring 2014
3. Periodic Assessments in ELA & math will be given in January 2014 and again in spring 2014
4. Fountas and Pinnell Assessments are given in September, January, April, and June
5. Report cards will be given 4 x November, January, March, and June for 2013-2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Testing coordinator in conjunction with Data Specialist will be used to program assessment administration. Teachers were programmed to score and input data. Administration facilitated data analysis during inquiry.
2. Technology teacher along with Testing Coordinator were used to facilitate the administration of baseline assessment on the computer.
3. Testing coordinator along with administration will be used to program administration and professional development of Scantron Performance Series Assessment
4. All classroom teachers in grades K-8 will administer F&P assessment and analyze results
5. STARS program Chair and Administration will facilitate professional development and implementation of the new STARS Classroom

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • We will encourage and support attendance at P.T.A meetings , curriculum conferences, Parent/ Teachers conferences, and parent workshops • We will review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families. • We will encourage students and families in reciprocal and ongoing communication regarding progress toward meeting school standards and expectations, including student's strengths, weaknesses, and next learning steps. • PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians • Open school meetings are conducted twice per year to inform parents of student progress. • Report cards are distributed 4 times per year in grades k-8. • Parents are encouraged to use ARIS data system to monitor student progress

Budget and Resource Alignment

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 30 % of students with disabilities will show progress in ELA as evidenced by NYC Performance Assessment

Comprehensive Needs Assessment

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

85 students with disabilities in grades 3-8 took the 2013 state ELA assessment 69% scored level 1 and 27% scored level 2

Instructional Strategies/Activities

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

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

1. Saturday program will be offered for ELA enrichment
2. SWD are offered small group instruction on Monday and Tuesday during extended to work strengthening weak strategies in ELA
3. Administration strategically programmed SWD in grades 6-8 to receive instruction from licensed special education teachers with strengths in individual subject areas.

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

1. 2 licensed Special education teachers facilitate Saturday enrichment program to ensure the needs of all children are met.
2. Teachers and work with students during extended time focusing on student weaknesses
3. Administration, Special Education Teachers, and IEP Teacher worked together to program students to receive required services

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

1. Periodic assessments and Unit assessments will be used to monitor student progress
2. Benchmark meetings, inquiry meetings and weekly common planning time will be used to evaluate student progress and discuss student work
3. Classroom observations, benchmark assessments and IEP goals will be used to monitor student progress

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

1. Baseline Assessments were given in ELA for in September 2013
2. Periodic assessments in ELA are given in the fall and Spring to monitor progress
3. NYC Performance Assessment will be given May- June 2014 to show progress

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

1. Saturday enrichment program is offered to SWD for help in ELA
2. Extended Day program is given Monday and Tuesday from 2:40-3:30
3. SWD receive Flexible programs and are serviced by licensed Special Education Teachers

Strategies to Increase Parental Involvement

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

- We will encourage and support attendance at P.T.A meetings, curriculum conferences, Parent/ Teachers conferences, and parent workshops
- We will review agendas from SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
- We will encourage students and families in reciprocal and ongoing communication regarding progress toward meeting school standards and expectations, including student's strengths, weaknesses, and next learning steps.
- PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
- Open school meetings are conducted twice per year to inform parents of student progress.
- Report cards are distributed 4 times per year in grades k-8.
- Parents are encouraged to access ARIS portal to check student progress on benchmark assessments
- City and State assessment results are sent home to parents in the spring

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Foundations, ReadyGen, CodeX repeated reading , Peer –Peer conferencing, Raz kids, Pebble Go, Teacher –student conferencing interactive writing	Small group, tutoring	During the school day, after school & Saturday
Mathematics	Go Math interventions, CMP3 interventions, Regents review, use of manipulative	Small group, tutoring	During the school day, after school & Saturday
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Reward systems, conflict resolution	Small group& one –to one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Resume are submitted to the school based on interest. Interviews are scheduled based on license and credentials. • Assignments are based on license, experience and teacher interest • Retention of a teacher is based on evaluation, teacher assessment, teacher preference and school need. • Teachers are supported by administration throughout the school year through benchmark meetings. Professional development needs are an outgrowth of teacher observations.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers will attend professional development throughout the year. Professional development will take place in the school building through "Lunch and Learns" given by Administration as well as Network Specialist. Teachers will also be given the opportunity to attend various workshops out of the school building given by network specialist and other notable professionals. Teachers are expected to turnkey important information to the rest of the staff during "Lunch and Learns", grade meeting, vertical planning sessions, and Inquiry.</p> <p>The following workshops have been attended by staff members:</p> <ul style="list-style-type: none"> • Curriculum mapping • Aligning Common Core Standards • Lesson Planning • STARS • Differentiation and UDL <p>Teachers have participated in vertical planning monthly. The following were assignments from administration during vertical planning periods:</p> <ul style="list-style-type: none"> • Aligning curriculum maps to the common core standards • Integrating lexile levels into ELA instruction • Implementing the 2013-2014 instructional expectations

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Title I funds are used to provide professional development to teachers.</p> <p>Title I funds also are used to host meetings for parents and members to align curriculum and student progress.</p> <p>Families of ELL's are invited to participate in Title III program.</p>

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Pre-k curriculum is aligned to CCLS. Teachers conduct parent orientations to instruct parents on Kindergarten expectations. Pre-K teachers meet with Kindergarten teachers during vertical planning to discuss best practices and align curriculum to CCLS. End of year packets are sent home to parents outlining Kindergarten expectations to help students prepare for the coming year.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teams were created consisting of administrators and teachers to review and select assessments. Teams met beginning in the summer of 2013 and selected multiple assessments measures. Teacher Teams then facilitated

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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, PS 209, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. PS 209 will support parents and families of Title I students by:

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

PS 209 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;
- 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

- We will encourage and support attendance at P.T.A meetings , curriculum conferences, Parent/ Teachers conferences, and parent workshops
- We will review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
- We will encourage students and families in reciprocal and ongoing communication regarding progress toward meeting school standards and expectations, including student’s strengths, weaknesses, and next learning steps.
- PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
Open school meetings are conducted twice per year to inform parents of student progress.
 - Report cards are distributed 4 times per year in grades k-8.
 - Parents are encouraged to access ARIS portal to check student progress on benchmark assessments
 - City and State assessment results are sent home to parents in the Fall;
 - 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
 - Pre-k teachers conduct orientations to inform parents of student expectations
 - Parents will be encouraged to view data on ARIS portal

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

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

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; Meet with parents on open school afternoons and evenings (twice a year)
- Report card distribution 4 times a year for Elementary and 4 times for Middle School
- City and State test results are sent home to parents in the Fall 2013
- Student Progress Report
- State School Report Card
- Update of Fountas and Pinnell levels 4 times per year

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, field trips and school plays

Provide general support to parents by:

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

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 promptly 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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 209
School Name The Margaret Mead School		

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

Principal Fran Locurcio	Assistant Principal Jennifer Cianciotta
Coach type here	Coach type here
ESL Teacher Sandra Geller	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Fran Devivo
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	691	Total number of ELLs	121	ELLs as share of total student population (%)	17.51%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	2	3	2	2	2	2	1	1						15
SELECT ONE			1	1			3	3	3					11
Total	2	3	3	3	2	2	4	4	3	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	88	ELL Students with Disabilities	42
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	10

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	88		15	23		17	10		10	121
Total	88	0	15	23	0	17	10	0	10	121

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	5	5	2	1	6	3	1					28
Chinese			3	1	3	1	2	1						11
Russian	8	6	6	2	2	5	6	3	1					39
Bengali		1												1
Urdu	2	1	2	2	2	1	3	2	3					18
Arabic	2	1	2						1					6
Haitian														0
French														0
Korean								1						1
Punjabi		1		1										2
Polish														0
Albanian					1									1
Other	0	2	4	1	2	1	0	1	3					14
TOTAL	14	15	22	12	12	9	17	11	9	0	0	0	0	121

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2	4	1	1	3	4	1	4					25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	4	9	10	3	4	2	6	4	4					46
Advanced (A)	5	5	7	8	7	4	7	6	1					50
Total	14	16	21	12	12	9	17	11	9	0	0	0	0	121

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	6	1		21
4	4	5	1		10
5	17	2			19
6	12	1			13
7	9	1	1		11
8	7	1			8
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		12		5		2	1	23
4	5		4	1	1			1	12
5	15	3		1		1		1	21
6	7	1	2	2		1			13
7	9	2	1				1		13
8	2		4	3				1	10
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		5	3			14
8	1	1	4	1	1	3			11
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Fountas and Pinnell Benchmark Assessment System to assess our students' literacy skills and reading levels. Many of our newer ELLs and our ELL SWDs are reading a grade or two below level. We use these results to help form differentiated groups and plan instruction designed to target areas of difficulty and improve reading skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Upon examining our NYSESLAT data we found that most of our ELLs who scored at the Beginning level are Newcomers with 0-3 years of service. We also found that six of our seven 7th grade Special Ed ELLs scored at the Advanced level- most of them for the second or third year in a row. We must focus our attention on these students to determine what obstacles are preventing them from scoring Proficient and devise strategies to help them overcome those obstacles.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
As of November, 2013, RNMR data is not available for the Spring, 2013 NYSESLAT so we cannot analyze patterns across NYSESLAT modalities or information about AMAO. When data does become available we will use it to determine which students have more difficulty with Reading and Writing skills as opposed to those of Listening and Speaking.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Results from the 2013 NYS Math exam show that the majority of our ELLs in grades 4-7 scored at a level 1, and in grades 3 and 8 the majority scored at a level 2. Of the 19 students who took the exam in their native language, only 6 of them scored at a level 3 or 4. We have found that students who have been in an English Language School System for only a year or two benefit more from taking the tests in their native languages. Teachers and school leadership examine and discuss results from the ELL Periodic Assessments and develop strategies for implementation to drive instruction accordingly. Results from these assessments help to predict proficiency levels on specific subtests on the NYSESLAT. Inquiry teams throughout the building are targeting ELLs and working to generate Best Practices for rigorous, grade-level, Common Core aligned instruction aimed at improving their performance levels.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses multiple data sources to guide instruction for ELLs within the RtI framework, including Fountas and Pinnell reading levels; NYC Performance Assessments in ELA (grades 3-8), in Math (grade 3), in Science and Social Studies (grades 6-8); Scantron Math Assessment (grades 4-8); Schoolnet Periodic Assessments; Unit Tests; pre- and post-assessments; continuous informal teacher assessment; culminating activities; writing samples. We examine all data as it becomes available on an ongoing basis and use it to differentiate instruction to meet the needs of our students in real time. Formative assessments allow teachers to make adjustments to instruction, as needed, in order to allow all students to achieve their learning goals.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All instruction is designed to emphasize academic vocabulary and includes the four modalities- listening, speaking, reading, and writing. Lessons focus on specific language skills and sentence structure.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?We do not have a dual language program at our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In order to evaluate the success of our programs for ELLs we examine all data – school report card, NYSESLAT, LAB-R (or NYSITELL), Periodic Assessments, ELL Periodic Assessments, Fountas and Pinnell levels, Benchmark Assessments and classroom tests - as it becomes available. We look at how many made progress, which students need more support, and which areas we need to improve or refine.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student transfers to PS 209 from another NYC public school a biographical history and test history are run to check the Home Language and to see if the student has any LAB-R or NYSESLAT scores. The ELL coordinator examines the student's history, and if he has a LAB-R or NYSESLAT score entitling him to services the student is added to the ESL roster and begins to receive services immediately. If a student is a first-time enrollee in the NYC Public School system a trained pedagogue (either an ESL teacher or an Assistant Principal) will aid the parent in filling out a Home Language Identification Survey and conduct an informal interview with both the parent and the student to determine the child's home language and SIFE status. If a translator is required and not available, the translation unit will be contacted by phone. Once the student's home language is determined the PAS enters the information into ATS. Students whose dominant language is not English are tested by an ESL teacher. Until February, 2014 they take the LAB-R; beginning February, 2014 the NYSITELL will be administered as the measure to determine ELL status. Students whose home language is Spanish are administered the Spanish LAB. Students identified as ELLs receive services within the first ten days of the student's date of admission.
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.
Students who perform above the cut score for their grade on the LAB-R (or NYSITELL) will receive a No-Entitlement letter in their native language notifying their parents that they are not entitled to receive ESL services. Students who perform below the cut score receive an Entitlement Letter in their native language inviting them to a Parent Orientation scheduled within the first ten days of the student's date of admission to learn about the three available program options for ELLs – Transitional Bilingual Education, Dual Language, and English as a Second Language. They also receive a Parent Survey and Program Selection Form along with a brochure in their native language outlining the three choices. At the orientation parents are shown a video in English and/or their native language describing the features of the three different programs. Interpreters are available to answer any questions parents may have and to assist parents in completing the Selection Form.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents are encouraged to complete and hand in the Parent Survey and Program Selection form at the Parent Orientation. Every effort is made to accommodate those parents who cannot attend the scheduled orientation. We try to arrange for a time convenient for the parent to come in. If that is not possible we will conduct a conference over the phone, with an interpreter, if necessary, to explain the program options and help the parent to complete the survey to send in to school the next day. If a student still does not return the survey, the student's choice falls into Transitional Bilingual Education as the default program. Two copies of the survey are made. The original is attached to the student's HLIS and filed in the student's cumulative folder. One copy is attached to a copy of the HLIS and filed in the main office, and the other copy is kept in a separate file with all the other Parent surveys.
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.
After the Parent Survey and Program Selection forms are returned each student's choice is noted and recorded. A bilingual or Dual

Language class is formed if there are 15 students who speak the same language in two contiguous grades who request the same program. If a parent requests a program for which we do not have enough students requesting it to form a class, we notify the parent of any such programs available in other schools in the area and offer the option to transfer to that school. Students who do not elect to transfer, those for whom no program is available, and those who request ESL as their first choice are placed in an ESL program. All parents receive Placement letters in their home language notifying them as to their children's program placement. The ELL coordinator records student's information on the ELPC screen and completes the school portion of the HLIS. This form is placed in the student's cumulative folder as part of his permanent record.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each spring we administer the NYSESLAT to all ELLs, including SWD and NYSAA students. The RLER is run and checked to make sure no eligible student is omitted. The Speaking subtest is administered individually by a teacher who does not provide ESL services to that student. Each of the other subtests (Listening, Reading, and Writing) is administered on a separate day within the NYSESLAT testing window. These subtests are administered in a group setting according to testing level. If any students are absent a makeup test is administered as soon as they return, providing it is still within the testing window.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Copies of the Parent survey and Program Selection form are filed, and lists are made of the names and numbers of students in each grade who speak the same language and request the same program. These lists are updated as new students enroll in our school. This year, as in the past, the majority of the parents in our school have indicated ESL as their first choice on the Parent Survey and Program Selection forms. Those who choose a different program speak a variety of languages, and of those, some request Dual Language and some request TBE. We have not had enough students on two contiguous grades who speak the same language and request the same program to form any Dual Language or TBE classes. Those who do request a different program are offered the option to transfer to a school that offers the relevant program, if available. We monitor the numbers as we receive new admits to determine the need to open a TBE or DL class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Our ESL program operates on a combination of the push-in and pull-out models. In our middle school the ESL teacher pushes in to most of the classes. There is one group of 6th and 7th grade Beginners and Intermediates that is pulled out together for four periods a week for concentrated instruction based on their needs. Our elementary grades are served largely through the pull-out model. In order to accommodate all eligible ELLs it is necessary to take students from several different classes on a grade at the same time.
- b. Most of our groups are organized heterogeneously by grade, with students of different levels in one class. This allows children with varying degrees of language ability to work together in order to build academic language fluency and social communication skills.
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)?

Our ESL program is organized so that every ELL receives the number of instructional minutes required under CR Par 154. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL services and 180 minutes of ELA instruction per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is provided in English by the classroom teacher and supported by the ESL teacher. ESL teachers coordinate with the classroom and content area teachers to deliver rigorous instruction that is on grade level and aligned with the Common Core Learning Standards. Teachers design their lessons to provide comprehensible input and employ probing questions to stimulate the students' interest. Scaffolding techniques and ESL strategies are employed as necessary in order to allow access to the material for all ELLs. These techniques include the use of visuals, manipulatives, and vocabulary-building strategies to help make the subject matter comprehensible to all students. Students are engaged in close reading and vocabulary is context-embedded. Modeling, visual tools, TPR, picture libraries, bilingual glossaries, and tabletop whiteboard are all used to ensure that students of all levels will be able to understand and participate in the lesson.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not have any TBE or Dual Language classes so students are not evaluated in their native languages. Native language versions of the Math and Science exams are offered to students for whom their home language version is available. Students who speak languages other than those may be administered an oral translation of the exam. We have bilingual dictionaries and books in various languages available for our ELLs. Students may, when appropriate, write answers or essays in their native language and translate them together with a staff member or student who speaks that language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All lessons are designed to incorporate the four modalities- listening, speaking, reading, and writing. Informal assessment of these modalities is conducted on an ongoing basis. Fountas and Pinnell levels are assessed four times a year and we use the results from the ELL Periodic Assessments to help gauge students' progress.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Although we currently do not have any SIFE students at our school, we have an instructional plan in place in the event we do receive any Students with Interrupted Formal Education. Using the RtI framework, we plan to provide these students with the support they

require, including at-risk resource and Guidance. We also plan to have ongoing articulation with the parents to help build upon school-related expectations and encourage support at home. All SIFE students would, naturally, be encouraged to participate in our Extended-Day and Title III programs.

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

c. Students who have been here 4-6 years are generally proficient in social English and need to improve their academic language comprehension and skills. Lessons are tailored to build on prior knowledge, as well as previously learned vocabulary and skills to encourage academic achievement. Students may also utilize alternate text sets that specifically target the needs of all learners through the use of authentic language so they can be competent in the content areas. Emphasizing content-area vocabulary, ESL teachers engage in whole-part-whole teaching, highlighting "juicy sentences" and employing deconstruct/reconstruct strategies, as per the work of Dr. Lily Wong Fillmore.

d. Long-term ELLs require intensive work in academic language and reading and writing skills. Identifying areas of difficulty in these students is crucial to their success. Teachers focus on writing strategies and employ authentic texts and accountable talk, calling attention to content-area vocabulary and figurative language, in order to help students achieve grade-level competence in all subject areas.

e. Former ELLs receive ELA support for two years after attaining Proficiency on the NYSESLAT. They also receive ELL testing modifications on all exams and are included in our Extended Day program.

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

Teachers of all classes with ELLs, including ICT and self-contained Special Ed, articulate on a regular basis to coordinate planning and provide instruction on grade level, following the grade-level curriculum. Students utilize all texts on grade level in all the content areas. We also use the Wilson Foundations program to help build fluency in reading. ESL teachers review the student's IEP and articulate with the classroom teacher to plan instruction in accordance with their stated goals. Instruction is delivered through the workshop model approach, incorporating independent activities and group work. Instruction is differentiated based on frequent assessment, including the Fountas and Pinnell benchmark assessment, as well as teacher observation and pre- and post-assessments. Any service mandated on the student's IEP is provided by the school.

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

ELLs with special needs are provided with related services such as Speech, Physical Therapy, Occupational Therapy, and Counseling. Some ELLs receive services from the Resource Room teacher, while some are in ICT or self-contained Special Ed classes. ESL teachers coordinate their schedules with all other service providers to ensure that students do not miss any of their recommended services.

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

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:			

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

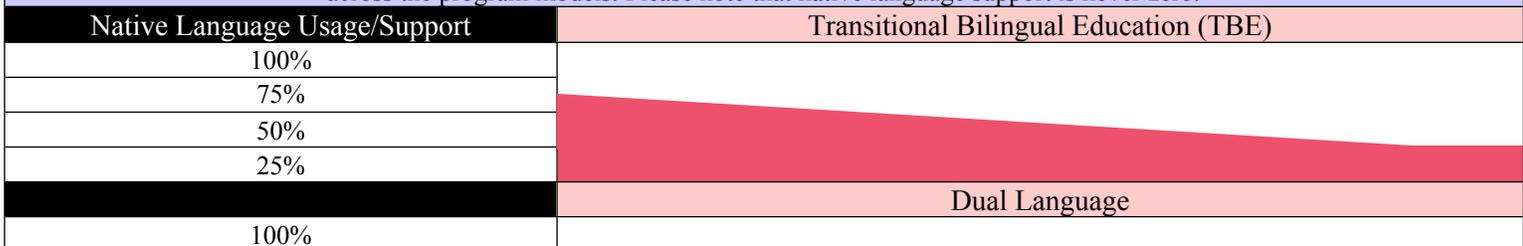
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We use the Foundations program as an intervention for ELLs in ELA, as well as computer-based programs such as BrainPop and PebbleGo. We utilize the ELL component in the ReadyGen and Codex programs. In math, the GoMath and CMP3 programs have an ESL intervention component, as well. We also focus on word problems to help ELLs decipher the language so they know what the question is asking and what they need to do. In science and social studies, using non-fiction texts, we concentrate on academic vocabulary and provide visual cues, as well as using the deconstruct/reconstruct model. In Social Studies we work closely with the students on document-based activities. Instruction in all the subject areas is designed to be rigorous and on grade level, while incorporating levels of instructional support to provide multiple access points to our students. ELLs may attend our Extended Day and Title III programs, and ELLs who are struggling in ELA or Math may attend our Saturday classes. Students who require further assistance may participate in teacher-student conferences, small group tutoring, repeated reading, and interactive writing.

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

We are continually evaluating the success of our program by examining all available data, including NYSESLAT results, state tests and Periodic Assessments. We also look at the Baseline Assessments administered in ELA, Math, Social Studies, and Science. Using this data we assess our students' progress in their classes. We adjust our methods and focus as warranted, and strive to align our instruction to the Common Core curriculum used in the classrooms.

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

We are now using the ReadyGen program for ELA in grades K-5 and Codex in grades 6-8. We are also using the Go Math program for grades K-5 and the CMP3 program for grades 6-8.

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

We no longer use the Everyday Math program or the Reading Streets program for ELA because they are not aligned with the Common Core Learning Standards.

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

ELLs in grades 3-8 receive additional support in all subject areas during the Extended Day program. They may also attend our Title III after-school program for additional language support. ELLs participate in the CPC program after school. ELLs are invited to attend the CHAMPS and BLOCK sports programs before school. These programs are designed to encourage students to be active, and a good breakfast is provided to help get the day off to a good start. Letters inviting students to these programs are sent home in students' native languages.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our students and teachers use PebbleGo and Capstone Library for non-fiction reading and research practice, as well as Reading Eggs and RazKids for leveled reading practice.

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

Native language support is provided through the use of bilingual dictionaries and glossaries, as well as books written in the students' native languages. New ELLs are buddied with other students who speak the same language to help them understand and participate in the lessons. Newcomers are encouraged, when appropriate, to write answers or essays in their own languages, and then have help translating them into English.

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

Our ELLs receive language-based instruction on grade-level that is aligned with the Common Core Learning Standards. We focus on learning standards and build knowledge and literacy skills through non-fiction texts. We use the Wilson Foundations program to help those students who are struggling at the lower reading levels.

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

We provide a summer packet including activities, websites, and other resources for our newly enrolled ELLs. We also hold an orientation for parents of new ELLs.

18. What language electives are offered to ELLs?

We offer a Spanish language class to our middle school students and to some of our elementary school classes.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

Currently, we do not have a Dual Language program at PS 209.

C. Professional Development and Support for School Staff

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

1. ESL teachers meet weekly with administration to discuss instruction and strategies. ESL teachers participate in inquiry and vertical planning with the grades they service, as well as meeting with teachers during their common planning periods. At these sessions, teachers discuss student work, review materials, and share strategies and approaches that are working. ESL teachers attend ESL workshops and turnkey train all staff, including paras, speech teachers, and other service providers.

2. ESL teachers attend Lunch and Learns, as well as network workshops on the Core Curriculum. They also either attend the Codex and ReadyGen workshops themselves, or attend in-school sessions turn-keyed by those who did attend. All staff members who work with ELLs, including paras, speech teachers, and other service providers, participate in these sessions

3. We hold an assembly to inform students about the different schools and programs available.

The Guidance Counselor meets with every student to discuss options and procedures, and she is available to assist ELLs with any issues or concerns they may have in transitioning from middle school to high school.

4. Professional development is provided on an ongoing basis by ESL teachers and administration. ESL strategies and techniques are modeled by the ESL teacher during push-in sessions. Teachers attend Lunch and Learns and are offered other professional development activities throughout the year via common planning sessions, vertical team meetings, and intervisitation within the school for those who have not yet completed their 7 ½ hours of mandated ESL training. Topics include overview of the NYSESLAT, interpreting test reports, such as the RNMR, and the use of vocabulary-building strategies, such as deconstruct/reconstruct. Each teacher maintains a record of his own completed hours, and we keep a copy on file in the main office..

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our parent coordinator is available at all times and communicates with parents on a regular basis, whether over the phone, in person, or via email. The parent coordinator answers questions, helps fill out forms, and assists parents with any problems or issues they may have. Parents of ELLs are invited to attend PTA meetings throughout the year which address issues relevant to ELLs. Translators are available for these meetings, as well as for Parent-Teacher Conferences. Parents are invited to attend monthly class performances, Student-of-the-Month ceremonies, and after-school program performances. The school alerts parents as to after-school programs and community resources.
 2. Our school works in partnership with community organizations such as the Raduga After-School Program and the CPC after-school program. The YMCA offers services to parents, including adult ESL classes and a counseling center to help with immigration and community issues. We also let parents know about continuing education classes offered through the Department of Education.
 3. There is open communication with parents at all times. Our parent coordinator is in constant contact with parents through letters and email. Parents have her email address and phone number and are encouraged to get in touch with her in regards to any questions or concerns they may have. Ms. DeVivo has a list of parent email addresses to notify them about upcoming events and meetings. Parent surveys are conducted to identify areas of interest or need, such as adult ESL classes, help in acquiring a library card, and making translators available at all school meetings.
 4. PTA meetings address the needs of the parents by including such topics as “What You Can Do to Help Your ELL Child” and “Preparing Your Child for the Upcoming State Exams”. The YWCA assists parents with issues that facilitate assimilation and integration into the community. Our Title III Program has a parent component to help parents improve their English language skills so they can better support their children. Communication with parents is conducted in their native languages, either through translated written letters or via Global Connect, a telephone communication service which automatically translates messages into different languages.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fran Locurcio	Principal		1/1/01
Jennifer Cianciotta	Assistant Principal		1/1/01
Fran Devivo	Parent Coordinator		1/1/01
Sandra Geller	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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K209 School Name: The Margaret Mead School

Cluster: _____ Network: 605

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

Part A: Needs Assessment Findings

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

We look at the Home Language Identification Surveys filled out by the parents at registration to see which languages they prefer for oral and written contact. The RAPL shows the preferred language for written and oral communication for parents of all students. The RPOB and RHLA also provide information in regards to the language needs of our students.

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.

The major foreign languages spoken in our school are Russian, Spanish, Urdu, and Chinese. Of the 58% of our students who speak a language other than English, almost 20% of them speak Russian, 13.3% speak Spanish, 8.3% speak Urdu, and 5% speak Chinese. We have some students who speak Arabic, Malayalam, and Turkish.

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.

Department of Education letters and documents are provided in various languages, and we distribute them according to the language preferences of our parents. Letters and written communication on the school level are translated on the computer and sent home in the appropriate language.

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.

School staff is available to translate for parents who speak Russian, Spanish, Chinese, and Arabic. The Translation and Interpretation Unit is contacted by phone when a parent speaking a different language requires interpretation.

The school also uses Global Connect, a telephone communication system which translates recorded messages into various languages and, using ATS, automatically calls each home using the relevant language.

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>.

In the beginning of the school year parents are provided with a translated copy of the Bill of Parent Rights and Responsibilities. Signs in different languages are posted in the lobby and in the main office to let parents know about the availability of translation services. This information is also shared at PTA meetings, and is included in the Parental Involvement portion of the LAP and the CEP.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here:

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

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

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

Part C: Professional Development

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

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

Begin description here:

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part E: Budget

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

Allocation Amount: \$20132

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