

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PS 209 THE MARGRET MEAD SCHOOL

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

**Principal:** FRANCES LOCURCIO

**Principal Email:** [FLOCUR@SCHOOLS.NYC.GOV](mailto:FLOCUR@SCHOOLS.NYC.GOV)

**Superintendent:** ISABEL DIMOLA

**Network Leader:** LISA GIGOUX

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Fran Locurcio	*Principal or Designee	
Elysa Balsamo	*UFT Chapter Leader or Designee	
Peggy Judeh	*PA/PTA President or Designated Co-President	
Jeanine Favarra	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	
Grace Russo	Member/ Teacher	
Michelle Comuniello	Member/ Teacher	
Vanessa Hoffler	Member/ Parent	
Ghadeer Judeh	Member/ Parent	
Jennifer Fagan	Member/ Parent	
Claudia Frade	Member/ parent	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 2015, all teachers will incorporate a balance of informational and literary text as part of a writing initiative that will result in 20% increase in students ability to use evidence when writing to inform or develop an argument, as evidenced by periodic assessments, and NYS test scores.

### **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 Quality Report , 27% of students in grades 3-8 scored at or above proficiency level (level 3&4) on the NYS ELA. After further analysis of the 2013 Item Skills Report more than 30% of students in grades 3-8 did not receive full credit on short answer and extended response questions relating to using evidence from the text to support an answer.
- The 2013 Quality Review stated that PS 209 received developing in the following area: Research-based, effective instruction that yields high quality student work. (1.2). The report stated “ Support instructional practices so all students are engaging in highly rigorous and cognitively challenging tasks that result in outcomes that demonstrate mastery of the standards.”
- The NYC Instructional Expectations in ELA state that students should read a true balance of informational and literary text as well as writing that emphasizes use of evidence from sources to inform or make an argument (shift 1&5).
- Informed by the Capacity Framework Elements- Rigorous Instruction, current data, and our most recent QR there is a need to implement strategies that support students ability to use evidence to support arguments. This need assessment informed the development of the above goal.

### **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 programmed to meet 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. Common Core aligned ELA baselines were given in September, and ELA Benchmarks assessments will be given in January and June to monitor student progress
4. Teachers will continue to conference with students to monitor progress and set learning goals.
5. Professional Learnings will be planned to reflect the needs of the teachers
6. Writing samples will be collected periodically by administration to assess progress.
7. Targeted instructional strategies such as RACE will be implemented to support student's needs.
8. Students were identified in September to receive Tier 1 RTI in class, Tier 2 students were identified and began receiving small group instruction in November and will be re-evaluated every 6 weeks to monitor progress.
9. Teachers will engage in Inter-visitations as a result of administrative walk-throughs.

#### **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, teachers will engage in the development and implementation of CCLS aligned curriculum during collaborative planning time once a week.
2. Teachers will also attend Professional Learning from Network Specialists and colleagues. Implementation of new instructional strategies began in September 2014 and will continue through the 2015 school year.
3. Grade meetings and Benchmark meetings will begin in September 2014 and continue till June 2015. Vertical planning teams meet once per month and inquiry teams meet weekly
4. Periodic assessment re given in ELA are given In January 2015
5. Testing Coordinator and Data Specialist will schedule periodic assessments and prepare data for staff that is comprehensive
6. ICT teachers will be facilitating RTI
7. Administration will support teachers through PL.

#### **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 strategies
  - 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 instructional strategies began in September 2014 and will continue through the 2015 school year.
2. Grade meetings and Benchmark meetings will begin in September 2014 and continue till June 2015. Vertical planning teams meet once per month and inquiry teams meet weekly
3. Periodic assessments and Benchmark assessments are given, September 2014, January 2015, and June 2015

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

1. 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. Foundations will be used as a support for grades K-2.
2. Administration strategically programmed teachers to meet weekly to maximize collaboration across grades
3. Fountas and Pinnell assessments are given 4x per year. SchoolNet periodic assessments are given 2x per year in ELA
4. Test Ready program
5. ICT Teachers were programed to implement RTI program weekly

**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 review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
2. 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.
3. PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
4. Open school meetings are conducted twice per year to inform parents of student progress.
5. Report cards are distributed 4 times per year in grades k-8.
6. Information regarding periodic assessments and classroom assessments are posted on Engrade system and SchoolNet to keep parents informed of 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
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List any additional fund sources your school is using to support the instructional goal below.

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## 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 2015, all teachers instructing ELL's will implement targeted instructional strategies that will result in a 15% of ELL's scoring at proficiency level as evidenced by the NYSESLAT exam.

### **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.

Of the 109 students that took the NYSESLAT exam in 2014 only 13% scored at proficiency level. PS 209 did not meet AMAO target of 14% set by NYS. According to the NYS Quality Report only 44% of ELL's scored at or above proficiency level (level 3&4) on the 2014 NYS ELA exam .

### **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**

1. Three licensed ESL teachers will use deconstruct reconstruct strategies during small group instruction.
2. ELL teachers will plan with classroom teachers to ensure they are meeting the needs of all ELL students.
3. ELL students receive service based on proficiency level and use both push-in and pull -out method.
4. Professional Learning will be provided to all teachers to support the implementation of ELL strategies.
5. ELL students have the opportunity to attend Title III after school program to reinforce skills and strategies.
6. Administration will conduct walkthroughs to ensure students are receiving rigorous instruction aligned to CCLS.
7. Periodic assessments will be given to monitor student progress.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. ALL teachers including licensed ELL teacher will receive PL to help students meet learning goals
2. Administration will conduct walkthroughs and meet will staff to ensure that student's needs are met.
3. Network Specialist will conduct PL based on teacher's needs.
4. Administration and Data Specialist will meet weekly to discuss and monitor student progress

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

1. Periodic Assessments will be given 3x per year
2. Fountas and Pinnell will be administered 3x per year.
3. ReadyGen Benchmark assessment will be given 3x per year
4. Administrative walkthroughs
5. ELL Periodic Assessments

#### **4. Timeline for implementation and completion including start and end dates**

1. Test Ready Benchmark Assessments are given in grades 3-8 in September, January, and June.
2. Fountas and Pinnell Assessments are given in grades K-8 in September, December, March, and June.
3. ELL periodic Assessment is given In February 2015
4. PL is ongoing based on need, September 2014 – June 2015.
5. Administrative walkthrough began in September and will continue through June 2015.
6. Grade meetings take place weekly
7. Title III program began November 2014 and will continue till April 2015.
8. ELL Periodic Assessment given Spring 2015

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

6. ELL teachers plan weekly with classroom teachers to meet the needs of ELL students.
7. ELL teachers were strategically programmed in order to ensure students will receive required service based on proficiency level.

### **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. Parent workshops are given monthly by ELL teachers to help parents integrate into the community and show parents how they can help their children succeed.

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 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. Open school meetings are conducted twice per year to inform parents of student progress.
6. Report cards are distributed 4 times per year in grades k-8.
7. Information regarding periodic assessments and classroom assessments are posted on Engrade system and SchoolNet to keep parents informed of student progress
8. Translation services will be available at all parent workshops

***Budget and Resource Alignment***

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

### 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 2015, all teacher instructing students in mathematics will provide students with problem solving strategies that will result in an increase 15% increase in students scoring at or above proficiency (level 3&4) as evidenced by Periodic Assessments and the NYS 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.

Only 44% of students scored at level 3 or 4 on the 2014 NYS Math test.

#### **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**

1. AIS periods embedded in students schedules
2. Programs such as Math Blaster will be used to support math curriculum
3. Teachers will meet weekly to adjust plans to incorporate problem solving strategies
4. Inter-visitations between teachers
5. Professional Learning opportunities will be available to teacher throughout the year
6. Colleagues will share best practices during vertical planning time.
7. Lunch time tutoring to support struggling learners
8. After school program to support students taking the regents

##### **2. Key personnel and other resources used to implement each strategy/activity**

1. AIS period strategically programed in computer lab to implement new math software
2. Administration and Data Specialist meet weekly to discuss progress
3. Teacher Teams meet weakly to discuss students work
4. Network Specialist will conduct Professional Learning activities to support the implementation of mathematical strategies.
5. Licensed math teachers provide tutoring for students on an as needed basis

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

1. Periodic Assessments will be given 3x per year.
2. CMP3 and GO math assessment will be given 3x per year
3. Administrative walkthroughs
4. Collection of students work at benchmark meetings

##### **4. Timeline for implementation and completion including start and end dates**

1. Test Ready Benchmark Assessments are given in grades 3-8 in September, January, and June.
2. CMP3 GO Math Baseline given in September 2014
3. SchoolNet Baseline given in October 2014, Math Benchmark given in December
4. PL is ongoing based on need September to June 2015.
5. Administrative walkthrough began in September and will continue through June
6. Grade meetings take place weekly

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

1. Teachers of ELA in grades K-5 will implement Pearson Ready GoMath program. Teachers in grades 6-8 will be using CMP3 and Engage NY Math Units.
2. Administration strategically programmed teachers to meet weekly to maximize collaboration across grades.
3. SchoolNet periodic assessments are given 2x per year in math
4. Test Ready program will support curriculum throught the year and assessment will be given 3x per year, September, March, and June.
- 5.

#### **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 review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
2. 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.
3. PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
4. Open school meetings are conducted twice per year to inform parents of student progress.
5. Report cards are distributed 4 times per year in grades k-8.
6. Information regarding periodic assessments and classroom assessments are posted on Engrade system and SchoolNet to keep parents informed of student progress We will review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
7. 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.
8. PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
9. Open school meetings are conducted twice per year to inform parents of student progress.
10. Report cards are distributed 4 times per year in grades k-8.
11. Information regarding periodic assessments and classroom assessments are posted on Engrade system and SchoolNet to keep parents informed of student progress
12. Translation services will be available at all parent workshops

***Budget and Resource Alignment***

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

## 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 2015, all teachers instructing SWD's in ELA will provide students with rigorous tasks aligned to the CCLS in ELA that will show a 20% increase in student progress as evidenced by the NYS ELA 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.

According to the 2014 Quality Report only 26% of SWD's scored in the 75<sup>th</sup> growth percentile or higher on the 2014 NYS ELA. Less than 10% of SWD's scored level 3 or 4 on 2014 NYS ELA.

### 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

1. Flexible planning was implemented for SWD's in grades 6-8. These students will receive instruction from subject area teachers
2. AIS plan was embedded in student schedules for students to receive extra support.
3. SWD's are instructed by licensed Special education teachers
4. All teachers will engage in Professional Learning that addresses the needs of SWD's
5. Weekly grade meeting ensure that teacher are adjusting lessons and analyzing data
6. Administration will collect student work to monitor progress.
7. Administration will conduct walkthrough to ensure that SWD's are receiving rigorous instruction

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

1. Licensed Special Education teachers
2. Administration
3. Data Specialist
4. Network Specialist

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

5. Periodic Assessments will be given 3x per year
6. Fountas and Pinnell will be administered 3x per year.
7. ReadyGen Benchmark assessment will be given 3x per year
6. Administrative walkthroughs
7. Collection of student work by administration

#### 4. Timeline for implementation and completion including start and end dates

1. Test Ready Benchmark Assessments are given in grades 3-8 in September, January, and June.
2. Fountas and Pinnell Assessments are given in grades K-8 in September, December, March, and June.
3. ELL periodic Assessment is given In February 2015
4. PL is ongoing based on need.
5. Administrative walkthrough began in September and will continue throughout the school year.
6. Grade meetings take place weekly
- 7.

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

1. Teachers of ELA in grades K-5 will implement ReadyGen program. Teachers in grades 6-8 will be using Scholastic Code X and EngageNY program.
2. SWD's in grades 6-8 are programmed flexibly in order for them to receive instruction from subject area teachers
3. ICT Teachers were programmed to service children during all major subject areas.
4. Administration strategically programmed teachers to meet weekly to maximize collaboration across grades
5. Fountas and Pinnell assessments are given 4x per year. SchoolNet periodic assessments are given 2x per year in ELA
6. Test Ready program used for periodic assessments

7. Teachers are programmed to meet weekly during grade meetings

***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 review agendas from SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.
2. 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.
3. PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians
4. Open school meetings are conducted twice per year to inform parents of student progress.
5. Report cards are distributed 4 times per year in grades k-8.

Information regarding periodic assessments and classroom assessments are posted on Engrade system and SchoolNet to keep parents informed of student progress

***Budget and Resource Alignment***

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **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
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Foundations, ReadyGen, CodeX repeated reading , Peer –Peer conferencing, Big Universe, Reading Blasters, Teacher –student conferencing interactive writing	Small group instruction	During the school day
<b>Mathematics</b>	Go Math interventions, CMP3 interventions, Regents review, use of manipulative, Math Blasters	Small group instruction, Tutoring	During the school day, after school, and before school
<b>Science</b>	Conferencing, interactive writing, peer – conferencing, Regents review	Small group instruction, Tutoring	During the school day, after school
<b>Social Studies</b>	Conferencing, interactive writing	Small group instruction, Tutoring	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Reward system, conflict resolution	Small group and one to one	During the school day

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

9. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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"> <li>• Resumes are submitted to the school based on interest. Interviews are scheduled based on license and credentials.</li> <li>• Assignments are based on license, experience and teacher interest</li> <li>• Retention of a teacher is based on evaluation, teacher assessment, teacher preference and school need.</li> <li>• Teachers are supported by administration throughout the school year through benchmark meetings. Professional development needs are an outgrowth of teacher observations.</li> </ul>

**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 on Mondays as per UFT contract and will be 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 Professional Learning time, grade meetings, vertical planning sessions, and Inquiry.</p> <p>The following workshops have been attended by staff members:</p> <ul style="list-style-type: none"> <li>• Curriculum mapping</li> <li>• Aligning Common Core Standards</li> <li>• Lesson Planning</li> <li>• STARS Classroom</li> <li>• Differentiation and UDL</li> <li>• Analyzing data</li> <li>• Questioning</li> <li>• Scaffolding/differentiation</li> <li>• Inter-visitation</li> </ul> <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"> <li>• Aligning curriculum maps to the common core standards</li> <li>• Implementing the 2014-2015 instructional expectations</li> </ul>

**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.

A Curriculum Teams were created consisting of administrators and teachers to review and select assessments. This team meets once per month to discuss and analyze the impact assessments and curriculum are having on student achievement. The teachers then turn-key findings at grade meetings in order for adjustments to be made to curriculum maps. Professional learning plans for teachers are implemented by Administration on an as needed basis. Professional Learning was given to teachers by the Data Specialist and Administration on the following topics in September: Analyzing the NYS Item Skills Analysis, and Using Periodic Assessment Data to Inform Instruction.

**TA Schools Only**

**Use of Program Resources**

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

**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).

**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.

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**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's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**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;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**DBN: 21K209**

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

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

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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$491,110.29	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$107,547.00	X	See action plan
Title III, Part A	Federal	\$15,492.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,918,223.00	X	See action plan

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: The Margaret Mead School	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
Total # of ELLs to be served: 30
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

**Part B: Direct Instruction Supplemental Program Information**

6    7    8    9    10    11    12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: \_\_\_\_\_

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:

We have implemented an after-school program aimed addressing the needs of Newcomer ELLs. Over 60% of our ELLs have been in an English Language School System for 3 years or fewer. 90% of our Beginner and Intermediate ELLs are newcomers. We are encouraging ELLs in grades 2 through 5 to participate in this program, which will be held weekly on Wednesdays and Thursdays, from 2:45-4:45. The program will run from November 12 through May 27. Instruction is delivered by one ESL teacher on Wednesday and one ESL teacher on Thursday. A supervisor will be hired to oversee the Title III after-school program because this is the only DOE program running in the building at these times.

Instruction is designed to address individual areas of need in Listening, Speaking, Reading, and Writing in English. Students receive scaffolded instruction designed to ensure that they receive the support they need in order to succeed in their classes. Planned lessons and activities concentrate on building crucial academic and basic vocabulary, as well as language skills that ELLs need in order to participate and thrive in the classroom. This instruction will be adjusted when required, as determined by ongoing assessment. Students use laptops and Smart Boards to offer exposure to language through multicultural sites, support for content through non-fiction sources, and reinforcement of written and spoken language skills. We have listening centers to help build Newcomers' listening comprehension and language acquisition. Programs, such as Reading Eggs and Big Universe, contribute to the advancement of students' reading comprehension skills.

**Part C: Professional Development**

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

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

### Part C: Professional Development

- name of provider

Begin description here:

ESL teachers meet weekly to collaborate, assess, and review students' needs, as well as to share Best Practices. ESL teachers also meet with the classroom teachers for the students whom they service, to offer support and share strategies to enable ELLs to succeed in their classrooms. Teachers attend network PD sessions, DELLS workshops, and webinars and turn-key this training for all staff who work with ELLs.

To date, the following are workshops our teachers have attended. Some workshops will consist of multiple sessions, and we will sign up for further sessions and topics as they become available.

Topic	Date	Presented By	Teacher(s) Attending
Maximizing Learning Opportunities For ELLs, Bilingual, and Multilingual Learners	October 21, 2014	Mariana Souto-Manning Teachers College	Olga Zilberman
Academic Language	October 21, 2014	Sheila Singer	Sandra Geller
Vocabulary Instruction for ELLs In the Classroom	October 24, 2014	Sheila Singer	Sol Blum, Vincent Fiore

These teachers will provide turn-key training for teachers of ELLs on Mondays during the months of November and December. We plan to have additional high quality training throughout the year that will enhance teacher effectiveness and impact student learning.

### 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:

A major focus in our school this year is increased parent involvement and communication. Parents and guardians of English Language Learners will be invited to attend monthly workshops given at the school

**Part D: Parental Engagement Activities**

throughout the year. Parents will be informed of these meetings by letters translated into the appropriate language and through parent emails. These sessions offer an opportunity for parents to engage with the school community, and will provide them with ideas and strategies they can use to support their children. We will have translation and interpretation services available as needed. Workshops will be conducted by an ESL teacher and will include topics relevant to parents of English Language Learners. Sessions scheduled to date are:

Topic: How parents of ELLs can help their children with language acquisition

Date: Tuesday, December 2, 2014

Time: 2:45-3:30

Topic: How parents of ELLs can help their children prepare for the NYSESLAT and other state exams

Date: Tuesday, January 13, 2015

Time: 2:45-3:30

Other sessions will include topics such as how the Common Core Standards affect ELLs, and accessing community resources.

**Part E: Budget**

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

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>209</b>
School Name <b>The Margaret Mead School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Fran Locurcio</b>	Assistant Principal <b>Jennifer Cianciotta</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Sandra Geller</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Fran Devivo</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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%
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# 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE	2	3	2	2	2	2	1	1						15
SELECT ONE			1	1			3	3	3					11
<b>Total</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	88		15	23		17	10		10	121

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>88</b>	<b>0</b>	<b>15</b>	<b>23</b>	<b>0</b>	<b>17</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>121</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
<b>TOTAL</b>	<b>14</b>	<b>15</b>	<b>22</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>17</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>121</b>

## 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
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	<b>14</b>	<b>16</b>	<b>21</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>17</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>121</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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 AMAQ. 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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. *①*  
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 ⓘ**

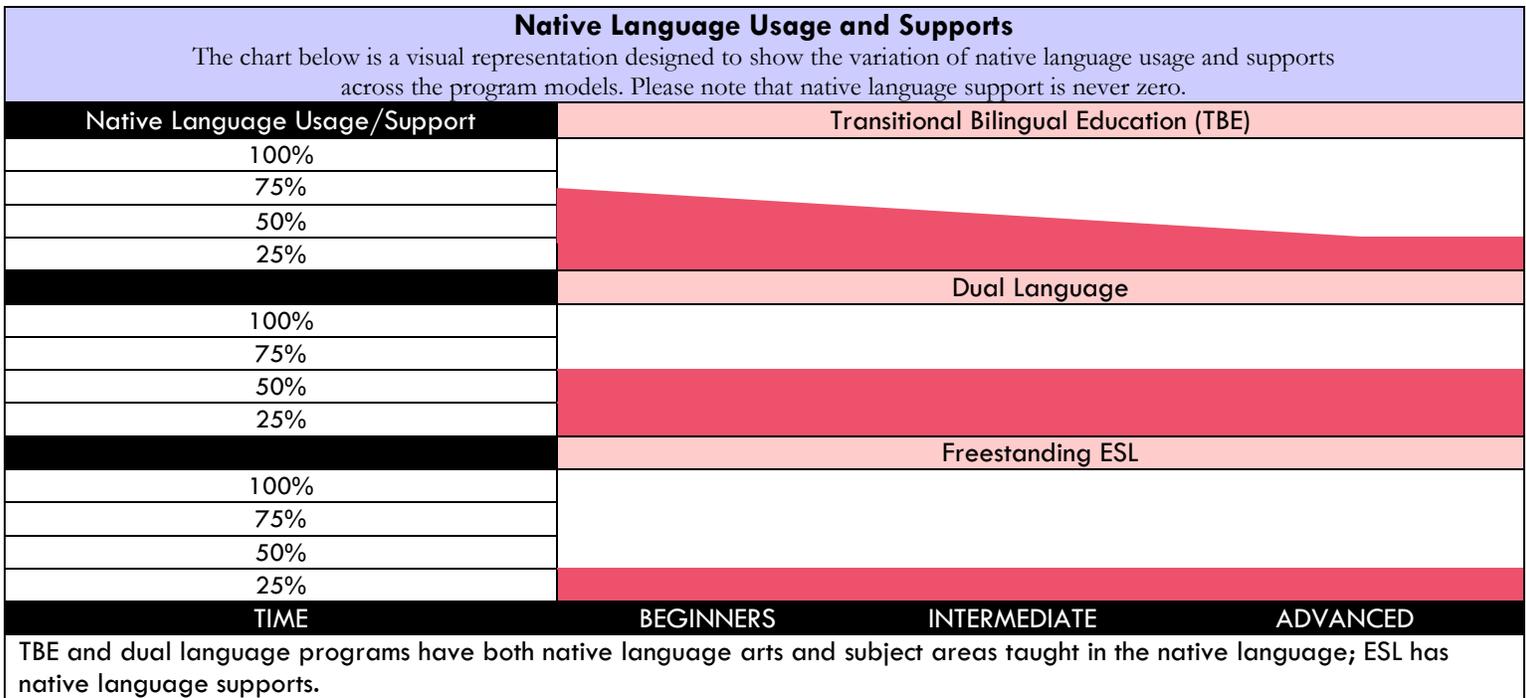
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - 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 1/2 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**

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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

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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.