



**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 25Q209  
**School Name:** P.S. 209 CLEARVIEW GARDENS SCHOOL  
**Principal:** DR. MARY McDONNELL

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 25Q209  
School Type: \_\_\_\_\_ Grades Served: Pre K- 5  
School Address: 16-10 Utopia Parkway Whitestone, NY 11357  
Phone Number: 718-352-3939 Fax: 718-352-0367  
School Contact Person: Mary McDonnell Email Address: mmcdonn@schools.nyc.gov  
Principal: Dr. Mary McDonnell  
UFT Chapter Leader: Mrs. Courtney Godfrey  
Parents' Association President: Mrs. Eunice Pak  
SLT Chairperson: Mrs. Nicole Cohen  
Student Representative(s): N/A

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354  
Superintendent's Email Address: [DDiMang@schools.nyc.gov](mailto:DDiMang@schools.nyc.gov)  
Phone Number: 718-281-7605 Fax: 718-281-7519

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 551 Network Leader: Marge Struk

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- a. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- b. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- c. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary McDonnell	*Principal or Designee	
Courtney Godfrey	*UFT Chapter Leader or Designee	
Eunice Pak	*PA/PTA President or Designated Co-President	
Jill Garger	DC 37 Representative, if applicable	
Juan Carlos Sampedro Member/Teacher	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jacqueline Diaz-Fernandez	Member/ Assistant Principal	
Nicole Sandler Cohen	Member/ Teacher	
Maxine Harris	Member/Teacher	
Kari Kamhawy	Member/ Teacher	
Catherine Banis	Member/ Parent	
Audrey Gillant	Member/ Parent	
Victoria Donofrio	Member/ Parent	
Bettina Como	Member/ Parent	
Jennifer Bayer	Member/ Parent	
Elizabeth Picone	Member/ Parent	
Vishad Prasaad	Member/ Parent	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
a.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
b.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
c.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
d.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
e.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
f.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents,

students and administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- g. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- h. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- i. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- j. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- k. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 209Q is an elementary school with 620 students. Our student demographics consists of 37% Asian, 1% Black, 19% Hispanic, and 40% White. We have 5% English Language Learners and 18% students with special needs. Student attendance and teacher attendance is at 97%.

The mission of P.S.209 is to provide a creative and meaningful education for all children, including ELL, Inclusion, AIS and Gifted and Talented students, addressing their needs and talents in a nurturing environment. Standards are addressed through the continued use of heterogeneous yet flexible grouping, differentiated instruction, integration of mainstream and gifted students, inclusion of students from District 75, clear and ongoing dialogue with parents, staff and students as to expectations of achievement. The members of the P.S. 209 community strive to provide opportunities for academic and social growth in a collegial atmosphere that will move our students toward mastery in all areas and prepare them for their place in a constantly changing society.

The vision statement of P.S. 209 is in partnership with our parents. We envision our students to be active members of society where they can implement their learned knowledge and meet the global challenges of an ever changing world. Students will show kindness to and respect for others based in their strong ethical values and character development.

P.S 209 is a supportive school located in Whitestone, Queens and houses a diverse population of students including Gifted and Talented, General Education, English Language Learner and Students With Disabilities. We have a collaborative inclusion program with P9 (District 75 school) which is also housed in our building. All classrooms are equipped with technology including Smartboards that teachers utilize in their daily lessons. A school website provides parents and teachers with resources to help support his/her children's learning. To support student research and foster critical thinking, we have a computer lab as well as two movable computer carts for teachers and students to use. The PTA in partnership with our school subsidizes a school messenger telephone program including text messaging and email reminders to alert parents and guardians of all upcoming school wide events and class events. Our school website also informs our school community of all weekly and monthly events. Parents and guardians can obtain weekly homework assignments on teachers' individual class page. As part of our continued parental engagement, class newsletters, online homework assignments, and teacher created class websites are available to parents.

There is a music program in our school where our younger children are introduced to music appreciation and reading of music. Grade 2 students learn to play the glockenspiel and perform a concert for our Pre K, Kindergarten and Grade 1 students. Grade 3 students learn to play the recorder and perform a concert for their parents and peers. Grade 4 and 5 students participate in a school band where they also perform for their parents and peers. Grade 5 also learns jazz history. We offer extra-curricular activities for children to participate in, such as cheerleading, basketball, chorus, student council, and reading buddies.

Our school chorus performs several concerts within the school community including the local senior center and Barnes and Noble. The school chorus also performs at the school for parents and peers. Our students in grades 4 through 5 are given the opportunity to become monitors. They tutor younger students allowing them to participate in service learning. To have our students college and career informed, every spring our guidance counselor coordinates a Career Day inviting parents, guardians and community members to discuss different jobs and responsibilities to our third, fourth and fifth grade students. For our younger students, we invite the local dental association, police department, fire department, library and other community organizations to inform students about careers in the community. In the spring, our students' work is exhibited and showcased in an annual curriculum fair for the community, parents and peers. Students act as ambassadors and representatives explaining their projects to the visitors.

P.S. 209 has had a long term partnership with the YMCA providing our students with an afterschool program within our school building. We have an ongoing partnership with ArtWorks where parents and other school volunteers teach our 3rd grade students about various art work and exhibits. They are invited to attend the Metropolitan Museum of Art to view the art exhibits they learned about in the classroom. With funding from our PTA, Materials for the Arts teaching artists work with our second and fifth grade students to create artwork using recycled materials. Our staff is invited to attend professional development workshops given at Materials for the Arts warehouse and take home recycled materials to incorporate into their classroom lessons and activities. For the first time, we are partnering with A&F Dance Studios to provide an afterschool 10-week program to teach our ELLS, SWDS and Gifted and Talented students dances such as the waltz, tango and ballroom dancing. We have received the Parents as Arts Partners grant for the second year in a row and are working with Center for the Arts on a photography program. Children with their families will build cameras together that will be given to the school to establish a photography program. Students and their families will visit The Hall of Science and Flushing Meadows Park in the community to participate in a scavenger hunt at the park taking pictures with their cameras and a 3-D viewing of extinct places. A photography gallery will be exhibited in the school lobby to showcase this work and partnership. Informational workshops for parents are provided by our teachers to improve student achievement. Our Fordham network and school staff members provide workshops for parents and guardians in CCLS in ELA and Math. Our afterschool celebrations and functions are well attended by students and their families. Our school was awarded the Golden Shovel School Award for its recycling, composting, and gardening initiatives. This is the first year our school partnered with our local Junior High School 194 in hopes of establishing a new partnership through LEAP as detailed in the Arts Continuum grant.

When looking at student achievement on the 2013-14 School Quality Guide, 57.3 % of our students in grades 3-5 were proficient in ELA (scored between a 3.0 and 4.5). It is 2.7% higher than last year's score. It is 29.3% higher than the city average of 28%. The school's Average Proficiency rating in ELA was 3.05. In Mathematics, our school has an overall proficiency percentage of 70.9% for students in grades 3-5. It is 1.9% higher than last year's score. It is 35.9% than the city average of 35%. The school's Average Proficiency rating in Math was 3.46.

When looking at Student Progress Section on the 2013-2014 School Quality Guide, the school saw a decrease of 7.0 points from 73.0 to 66.0 for our ELA Median Adjusted Growth Percentile for all 4<sup>th</sup> and 5<sup>th</sup> grade students. Our Median Adjusted Growth Percentile for our lowest third in ELA for grades 4 and 5 also decreased from 72.5 to 66.5 (6 point decrease). In Mathematics, our school saw a decrease of 14.5 points from 74.0 to 59.5 for our Median Adjusted Growth Percentile for all 4<sup>th</sup> and 5<sup>th</sup> grade students. Our Median Adjusted Growth Percentile for our Lowest Third in Math for grades 4 and 5 decreased from 69.0 to 58.0 (11.0 point decrease).

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

<ol style="list-style-type: none"> <li>1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ol>
<ul style="list-style-type: none"> <li>• Although 70.9% of our students demonstrated proficiency in mathematics on the 2013-2014 NYS Math test, our adjusted growth percentile was only 59.5%. Therefore, we need to improve fluency in math concepts such as number sense, fractions, multiplication and division. We want to increase our growth to 65%.</li> <li>• In ELA, 57.3% demonstrated proficiency on the 2013-2014 NYS ELA test, our adjusted growth percentile was 66%. Therefore, we need to increase our student growth to 62%.</li> <li>• Based on our MOSL scores from last year in grades K-2, we noticed our students struggled with writing skills specifically sentence structure, spelling, grammar, and vocabulary.</li> </ul>

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be an increase of 5% in our adjusted growth percentile in math as measured by New York State Math Assessment.
By June 2015, there will be an increase of 5% in our adjusted growth percentile in ELA as measured by the New York State ELA Assessment.
By June 2015 100% of K-4 classroom teachers and the 5 <sup>th</sup> grade social studies teacher will implement the new social studies curriculum using the common core scope and sequence as evidenced in plan books and observations

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Cross curricular articulation between grades in content areas in support of the Mathematics Common Core Curriculum.	teachers	ongoing	Grade Leaders/Administration

Inquiry work in grades 3-5 is focusing on the questions that students answered incorrectly to see where gaps exist to refocus instruction.	Students based on inquiry work	ongoing	Grade Leaders/Teachers/Administration
To help ELLS and Students with Disabilities- Differentiation in classrooms, small group instruction, re-teaching of concepts, comprehensible input and scaffolding are methods used. Related service providers are working with classroom teachers to provide services aligned with instruction.	SWDS and ELLS	Daily based on mandates	Service Providers/ELL Teacher/Special Education Teachers/ Members of the SIT team/Classroom Teachers/SETSS Teacher/Administration
To increase vocabulary and improve writing skills, we will teach a mini-lesson on grammar daily which will be added to the flow of the day.	Teachers	Daily	Classroom Teachers/Cluster Teachers/ ELL/ SETSS/ RTI/ Administration
Teachers will incorporate depth of knowledge tenants when planning lessons to ensure rigorous tasks and critical thinking.	All students	Daily	Entire School Staff
Teachers will use the new social studies scope and sequence to assist in meeting several of the ELA standards in reading and writing.	Teachers	Ongoing	Classroom Teachers/Grade Leaders/ Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development, Common Prep Time, Common Planning Time

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Progress Monitoring is an ongoing part of student development as part of common planning, Inquiry Team, looking at and analyzing student work, gallery walks.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our school environment report, 11% of our parents expressed a desire for a wide variety of activities in school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will add five additional activities for students and families to create a supportive environment as evidenced by our school calendar, agendas and attendance sheets.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
Words of Wisdom announcements are read aloud daily over the school intercom system to foster character development and diversity.	Entire student population	ongoing	Administration, Teachers
Peer tutoring, Reading Buddies and monitoring pair upper grade students with lower grade students to help foster a safe environment. Group work and partnerships in classrooms to help students learn and be successful.	All grades as needed	Weekly	Classroom Teachers/Administration
Teaching social responsibility through service learning and giving back to the community. Student Council consists of fifth graders who help implement school wide programs such as the pet food drive, pajama donations, City Harvest, and Penny Harvest. School Chorus and band perform for seniors in our community.	Fifth grade	ongoing	Designated Teachers appointed by Administration/Administration

School Wide programs run by our Special Events Committee such as Respect for All and Diversity to teach students about respect and diversity.	All students	ongoing	Entire staff
To address the interest of parents in afterschool activities provided and to increase the social development among all of our students especially our ELLS, Gifted and Talented and students with disabilities we received an arts grant involving a dance residency.	ELLs, G & T and Students with Disabilities	February 2015- May 2015	Designated Teachers appointed by Administration/Administration
To increase our students' attentiveness and decrease stress and lateness, teachers were trained in the Move to Improve program.	All students	December 2014- June 2015	Entire Staff/ Administration
Weekly educational assemblies performed by our students, as well as teaching artists.	All students	ongoing	Entire Staff/Administration
Monthly Breakfast /Dessert with the principal where parents can discuss concerns and issues in an informal setting.	Parents	Monthly	Parent Coordinator/ Parents/Administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development, Move to Improve PD afterschool, Time allotted for these programs.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

Progress Monitoring is an ongoing part of student development as part of common planning.

#### **Part 6b.** Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on observations and walk throughs there is a need to improve upon teacher collaboration both horizontally and vertically.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will engage in collaboration with their peers both horizontally and vertically as evidenced by minutes and agendas of meetings.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>13. Strategies to increase parent involvement and engagement</li> <li>14. Activities that address the Capacity Framework element of Trust</li> </ol>			
Time will be allotted on a weekly basis both afterschool on Tuesday afternoons and during common planning during the school week.	All Staff	ongoing	Grade Leaders, Teachers, Administration

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development on school wide expectations

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 16. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored through agendas, minutes, notes and feedback.

**Part 6b.** Complete in **February 2015**.

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
8. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

To continue to improve instructional practices across classrooms to ensure that diverse learners are consistently provided with challenging tasks enabling them to demonstrate higher order thinking skills.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will improve their teaching as it relates to differentiation and rigor as evidenced by observations using Danielson and “Glow/Grow” Reports from walk throughs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Use Danielson’s Framework for teaching to evaluate teacher progress and monitor student development. Teachers will be provided with prompt and meaningful feedback including areas they glowed in and areas they need to grow and strengthen.	Entire school community both teachers and students	ongoing	Administration
Inter-visitation between teachers to showcase teaching practices amongst classes.	All Teachers	ongoing	Administration

Professional Development to support individual teacher needs.	Entire staff	Ongoing	Administration
Career Day Presentations for Grades 3, 4, and 5 inviting parents and other community members to discuss their careers to assist students with college and career readiness.	Grades 3, 4, and 5	May 2015	Guidance Counselor/Parent Coordinator/Administration
Breakfast with politicians to discuss our school's needs and wants.	School Leadership Team Members, UFT Leader, Administrations, Parent Coordinator	ongoing	Administration
Inclusion program with P9/District 75.	Designated classroom teachers/Paraprofessionals	ongoing	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Development, Allotted Time, Conferencing with Teachers, Glow and Grow Feedback sheet, Shout outs

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
Progress Monitoring, Revisiting classrooms, Observation Reports, Web Advance				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Due to the increased time spent communicating with parents we noticed they are requesting assistance with the curriculum and translation of letters. Parents are requesting assistance with the understanding of the CCLS. They are also requesting translations of important notices.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 209 will increase our outreach and communication with parents through the use of translation, technology and school workshops as evidenced by the results of our Learning Environment Survey and meeting attendance.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
K-2 Parents requested information to help children build fluency in reading. RAZ KIDS was purchased for students to read books on technology devices both at home and in school.	K through 2	November 2014- November 2015	Classroom Teachers will input students reading levels three times per year.
Teachers are holding mini-workshops for parents so that they are better equipped to assist their children at home.	All grades	September 2014- June 2015	Classroom teachers/Cluster Teachers
Parents as Art Partners Grant (Photography + Hall of Science) on Saturdays	Grades 3, 4, and 5	November 2014- January	Administration and Parent Coordinator

		2015	
Arts Continuum- Partnership with PS 209 and Junior High School 194- in school plus Saturday workshops	Grades 4 and 5	February 2015- May 2015	Administration, Teaching Organization-LEAP, and Classroom teachers
Monthly Breakfast /Dessert with the principal where parents can discuss concerns and issues in an informal setting.	Parents	Monthly	Parents/Administration
Annual Curriculum Fair in May	Entire School Staff	May 2015	Curriculum Committee/Administration
Weekly Assemblies where students perform an educational performance and parents/guardians are invited to attend.	Entire School staff	ongoing	Classroom Teachers/ Paraprofessionals/Administration
Breakfast with Politicians	Parents	Monthly	Parent Coordinator/Parents/Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Time allocation provided to teachers.
- Professional Development
- Funding (PTA, Project Boost, School Funds, and Center for the Arts )

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

In February 2015, we will complete a Parent Survey to monitor our increased outreach and communication with our parents. We will also use agendas and surveys.

**Part 6b.** Complete in **February 2015.**

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	RTI- based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for ELA	Individualized, based on student need including but not limited to: vocabulary development, repeated reading, assistance writing, technology support	Push-in program in classroom 1 to 1 & small group instruction	During the school day
	<b>Summer School-</b> Level 1 (lowest 10% in NYC students attend classes based on individual promotion portfolios	Summer program provided by NYC Department of Education	Classroom instruction	During the summer
	<b>Raz Kids-</b> Technology based Reading Program to increase fluency and comprehension for students in grades K through grade 2	On-line interactive program	Both in school and at home	November 2014- November 2015
	<b>Great Leaps/ Foundations Program Paraprofessionals- /School Volunteers</b> Fundamental reading strategies including but not limited to repetition of letter sounds, sight words, fluency and comprehension for struggling students based on teacher data and	Reading program to strengthen all reading skills	1 to 1, Small group instruction & flexible grouping based on individual student's needs	During the school day

	observations			
<b>Mathematics</b>	<b>RTI-</b> based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for Math.	Individualized based on student need including but not limited to: Manipulatives, vocabulary development, repeated reading, assistance writing, technology support	Push-in program in classroom 1 to 1 & small group instruction	During the school day
	<b>Paraprofessionals- /School Volunteers</b> Fundamental math strategies including but not limited to Math fluency, number sense, operations, reading comprehension and problem solving for struggling students based on teacher data and observations	Individualized based on student need including but not limited to: Manipulatives, vocabulary development, repeated reading, assistance writing, technology support	1 to 1, Small group instruction & flexible grouping based on individual student's needs	During the school day
<b>Science</b>	<b>RTI-</b> based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for ELA	Individualized based on student need including but not limited to: Graphic organizers, vocabulary development, repeated reading, assistance writing, technology support	Push-in program in classroom 1 to 1 & small group instruction	During the school day
<b>Social Studies</b>	<b>RTI-</b> based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for ELA	Individualized based on student need including but not limited to: Graphic organizers, vocabulary development, repeated reading, assistance writing, technology support	Push-in program in classroom 1 to 1 & small group instruction	During the school day
<b>At-risk services (e.g. provided by the</b>	At risk guidance provides services to	Individually and in small groups during	Small group or individualized	During the school day

<p><i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>children who are experiencing affective domain issues which are impacting on their ability to achieve academically, individually and in small groups during the school day. In addition, monthly SBST (Student Based Support Team) meetings are held to discuss student concerns.</p>	<p>the school day. School based support team meetings are held to discuss specific concerns about student performance.</p>		
	<p>FBA (Functional Behavior Assessment)</p>	<p>Program designed with a Behavior Intervention Plan (BIP) to provide individualized goals to improve and modify behavior leading to student achievement and academic success.</p>	<p>Individual</p>	<p>During the school day with home collaboration and monitoring behaviors</p>
	<p>Social Worker asks as liaison between home, school, and community, provides social histories for evaluations, and participates on SBST meetings.</p>	<p>Parent conferences, parent interviews, collection of information and delivery to school personnel.</p>	<p>Face to face interviews, phone conferences, attendance at meetings.</p>	<p>During the school day</p>
	<p>School Psychologist collects previous data (interviews, etc) prior to the formal evaluation.</p>	<p>Formalized educational evaluation.</p>	<p>One to one. School psychologists communicates and makes recommendations as needed to parents, administration, and staff to discuss students at risk and is available for parent meetings for at risk students. School psychologist attends SBST meetings to discuss students at risk.</p>	<p>During the school day with home collaboration</p>

	<p>Speech, OT/PT, Adaptive Physical Education provided to students at risk who demonstrate challenges with speech, fine or gross motor skills.</p>	<p>Small group based on students needs.</p>	<p>Service providers push in to the classroom and provide assistance in speech, OT, PT, or adaptive physical education areas. These providers participate on the SBST team to provide input on strategies and implementation services.</p>	<p>During the school day</p>
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## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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.

#### 2b. 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).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

Our Pre-K curriculum is aligned to the new Pre-Kindergarten Foundation For the Common Core (PKFCC). For those incoming students that did not attend our Pre-K program, we have a kindergarten orientation for students and parents. We provide early intervention services for our early childhood students. Our early childhood teacher is involved in all professional development. Parents are invited and encouraged to attend all activities in the school.

**4b. 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.

Teachers are involved in the selection of appropriate assessment measures through their participation on the Testing Committee and the Curriculum Committee. Teachers attend PD sessions and turnkey the information to their colleagues.

**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 (CEP) 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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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:

- A. 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.
- B. 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:

- C. **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).
- D. **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.
- E. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- F. **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.
- G. **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.
- H. **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:

- I. **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.

- J. 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.
- K. IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- L. 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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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 (SPC) Template

**[School name]**, 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.

**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

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

District <b>25</b>	Borough <b>Queens</b>	School Number <b>209</b>
School Name <b>Clearview Gardens</b>		

### N. 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>Dr. Mary E. McDonnell</b>	Assistant Principal <b>Jacqueline Diaz Fernandez</b>
Coach	Coach
ESL Teacher <b>Kari Kamhawy</b>	Guidance Counselor <b>Matilda Falzone</b>
Teacher/Subject Area <b>Courtney Gompers</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Mary Gross</b>
Related Service Provider <b>Lori Weinschenk</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>600</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>4.50%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In		3		3	3	3								12
Pull-out	6	0	3	3	3	3			0					18
<b>Total</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>30</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	22		4	5	0	3	0	0	0	27

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>	22	0	4	5	0	3	0	0	0	27
Number of ELLs who have an alternate placement paraprofessional: _____										

**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													0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	2	2	1	2								8
Chinese	3	4	2	1		2								12
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1		2	1	1									5
Punjabi														0
Polish														0
Albanian														0
Other					2									2
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>27</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)	1				1									2
Intermediate(I)				1		1								2
Advanced (A)	3	5	6	3	3	3								23
Total	4	5	6	4	4	4	0	0	0	0	0	0	0	27

**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	5				5
4	2	1			3
5	4	2			6
6					0
7					0
8					0
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	1		3			1			5
4		1	1					1	3
5	1		3			2			6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	1		1			3
8									0

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.  
We presently assess early literacy skills of ELLs with many different programs; Fountas and Pinnell, Foundations, Performance Series, ELL Periodic assessments and teacher created assessments. The data obtained from these assessments is used to understand each child's, areas of weaknesses and strengths. Based on the assessment results the teacher will be able to allow for different points of entry for

each student. This data provides the teachers and the instructional team with valuable information as to the proficiency level of each ELL student. The data assists Administration to make decisions as to what programs and software to purchase and use that would best benefit the ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The patterns across proficiency levels for the 2013 NYSESLAT revealed 27% of 37 students tested achieved a Level of Proficiency. The scores are as follows: In Kindergarten there were 3 students Proficient. In first grade there were 5 students Proficient. In second grade, there were 0 students proficient. In third grade there was 1 student Proficient. In fourth grade, there were 0 students Proficient and in fifth grade, 1 student was Proficient. Spring 2013 NYSESLAT was administered to 37 students. A total of 24 General Education and 13 Special Education students were tested. The majority of the students scored higher in Listening and Speaking than Reading and Writing . In Kindergarten 8 General Education students tested and 5 scored Advanced (A) and 3 scored Proficient (P). Grade one 9 General Education students tested 4 scored A and 5 scored P. In Grade one, 1 Special Education student tested and scored A. In Grade two, 2 General Education students tested; 1 scored an A and 1 scored a B (Beginner). In Grade two, 3 Special Education students tested; 2 students scored A and 1 student scored I (Intermediate). In Grade Three, 3 General Education students tested and 1 scored A, 1 scored B and 1 scored P. In Grade Three, 2 Special Education students tested and both scored A. In Grade Four, 2 General Education students tested and both scored A. In Grade Four, 1 Special Education student tested and scored I. In Grade Five, 1 General Education student tested and scored I. In Grade Five, 5 Special Education students tested; 4 scored A and 1 scored P.

This year, September 2013, 9 General Ed Kindergarten students and 1 5th grade student tested the LAB-R; 4 Kindergarteners scored at Beginners level, and 5 scored proficient. The 5th grader scored Advanced. This year, 2013-2014, there are 28 ELL students. There are 4 students in Kindergarten; 5 students in Grade 1; 7 students in Grade 2; 4 students in Grade 3; 4 students in Grade 4 and 4 students in Grade 5.

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](#))

NYSESLAT modalities – not available

4. For each program, answer the following:

- d. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- e. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- f. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The school leadership and teachers are using the ELL Periodic Assessments to gain knowledge of ELLs' needs as they relate to English development. After reviewing the Periodic Assessment results, the instructional staff determines what next steps will be necessary to meet each child's needs. The ELL Periodic Assessments' data is used to steer future instruction for grades 3-5. The item analysis report was reviewed and the types of questions that the ELL's struggled with were noted. The overall "Test Result" revealed the following for grades 3&4: 25% scored below standard and 75% scored above standard in Reading Modality; 37.5% scored below standard and 62.5% scored above standard for Listening Modality; 37.5% scored below standard and 62.5% above for Writing Modality. The "Test Result" revealed the following for grades 5&6: 100% scored above standard in writing; 25% scored below standard and 75% scored above standard for Listening Modality; 100% scored above standard for Reading Modality.

Unlike the NYSESLAT scores, the ELL students seemed to do better on th ELL Predictives in the reading and writing modalities, but struggled more with the listening modality. The questions in the "Item Analysis" which showed a high percentage of incorrect answers were reviewed. The standards and skills relating to those questions were typed and given to all instructional staff. The staff will utilize this information to give explicit instruction to the ELL students. Repeated interactive read-alouds will be incorporated daily. This method of read-aloud will improve students' listening skills. The ESL teacher will focus instruction on explicit reading comprehension and writing skills in order to improve ELLs English acquisition. The ELL student will be afforded greater opportunities to practice both their reading and writing skills in order to enhance reading comprehension and writing skills.

Content area exams are given in the student's native language. Students are encouraged to pay attention to cognates in books they read to help them figure out meaning. Students are given the opportunity to read bilingual books to notice similarities and differences between the two languages. Bilingual paraprofessionals build background knowledge by previewing key concepts and challenging vocabulary in native language when possible to assist students .

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 has an RTI program presently in place. Tier 1 consists of a rigorous instructional core ensuring that each student's needs are met on a daily basis. In Tier 1, core instruction is focused on promoting oral language development using ESL methodologies that are culturally and linguistically responsive. Progress monitoring data (from periodic assessments and teacher input) is used to make

educational decisions about changes in goals, instruction, and or services. When Tier I is not properly providing for the student, the student is then moved to Tier II. In Tier II, the student is provided with increasingly intensive, targeted instruction designed to match his/her learning needs. If data indicates student is still having difficulty, the student is placed in Tier III. Here the student will be receiving intensive and individualized instruction. Native language support is provided during Tier I and Tier II when possible. An ELL student is evaluated for special education when they do not respond to effective and rigorous instruction or additional intervention that is provided with increasing intensity and that is culturally and linguistically responsive.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is considered by making sure comprehensible input is implemented during instruction. Instruction should include the presentation of relevant background knowledge and content, explanation and rewording of unclear content, and the use of effective techniques such as graphic organizers, concrete objects, and gestures when possible. Involving students through questioning and providing explanations of ideas or concepts several times using slight variations in terminology and examples. Providing instruction that draws on each child's own experiences. The use of visuals and providing frequent opportunities for students to express their ideas while the teacher listens carefully and attentively. Provide opportunity for cooperative learning. Use dialogue journals for students who are still in the silent period.
7. For dual language programs, answer the following:
  - l. How are the English-proficient students (EPs) assessed in the second (target) language?
  - m. What is the level of language proficiency in the second (target) language for EPs?
  - n. How are EPs performing on State and City Assessments?

We do not offer a dual language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our ELL program is evaluated by comparing the prior year's NYSESLAT, New York State ELA and Math exams to present year's scores. The data is analyzed and based on the findings; the ELL program is restructured to meet the needs of the ELL population. The NYSESLAT scores also give an indication of how well our program is doing. This year's scores which were based on the 30 students (6 graduated and one moved) tested in 2013; 22 students moved from one level to the next. 8 students remained on the same level. 7 students made 43 point gain.

## Part IV: ELL Identification Process

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

4. 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](#).)  
The parent/guardian of every child that enters P.S. 209Q for the first time fills out a home Language Identification Survey (HLIS) in their home language. If the HLIS is not available in the parent's home language, the English version is administered with the help of the Translation & Interpretation Unit or with a parent/or teacher who speaks the appropriate language. The team designated to administer the HLIS, which includes the informal oral interview in English and in the native language, and the formal initial assessment, consists of an ESL teacher, Principal/ESL certified, and Assistant Principal.

If parent checks "Other at least once in items 1-4 and at least twice in 5-8, then the child is eligible for LAB-R testing after the informal interview, If "Other" is checked in item number 5 and all others are checked "English" in 5-8, then the trained pedagogue should establish home language based on the interview. If student does not speak any language other than English, student is not an ELL and enters general education program. All students and parents are given an informal interview even if HLIS indicates English to be sure the child is English proficient. If the student's HLIS indicates a language other than English, the child and parent are interviewed. Based on the interview and HLIS the ESL teacher administers the LAB-R. The original HLIS is filed in each student's cumulative folder and a copy is filed in the main office.

The LAB-R is administered to the students within 10 days of entering the school. If the student's native language is Spanish, a Spanish-speaking teacher administers a Spanish LAB-R. The LAB-R is hand-scored at the school and the answer grids sent to the ISC. If student scores below proficiency (beginning, intermediate or advanced level); student is an ELL. If student scores at or above

proficiency; student is not an ELL.

5. 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.  
ELL Parent Orientation is conducted for all new ELL parents. The parents/guardians of newly admitted potential ELLs are notified in the appropriate language to attend the Parent orientation to ensure that they understand all three programs. During orientation, the parents are provided with translated meeting agendas and handouts. Interpreters are available during the orientation. The highlights of CR Part 154 and Title III are explained. If there is not a version of the video in the language needed, parents will view the English video with an interpreter. The parents view the Program Orientation video (on the computer) in the appropriate language(s). All three programs are reviewed with parents. Parents are provided with a list of schools in the district showing other bilingual programs in the appropriate language. Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program, if available. Parents/guardians are informed that if there are enough students of one language in one grade, or two contiguous grades, the school will form a Transitional Bilingual Education (TBE) program. If there are not enough students to form a TBE program, the school is mandated to provide English as a Second Language Program to the students. The parents are advised that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. The parents are given the opportunity to ask questions about any of the programs. After the parents watch the video and completely understand the three programs they make their program choices. Each item on the form is explained to the parents. The parents are asked to read, complete and sign the documents.  
The parents are given the Parent Coordinator's name and phone number for any further assistance (healthcare information, ESL classes, etc). This is completed within the first 10 days of the student's admission to school.
6. 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 [\[see tool kit\]](#).)  
Immediately after identifying the ELL students an "Entitlement Letter" with the Parent Survey and Program Selection Form are sent to all identified ELLs (within 5 days after the LAB-R has been hand scored). This information is sent in both the parent's native language and English. If student was administered the LAB-R and was found to be proficient in English a "Non-Entitlement Letter" is sent to the parents in English and in their native language.  
If a parent is unable to attend the initial orientation, a letter(s) is sent out requesting a one-to-one meeting. A phone conference with a translator is placed or a one-to-one make-up session is conducted with a translator. A check-off list is used to monitor attendance and ensure return of all Parent Survey and Program Selection forms, is maintained.
7. 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.  
A "Placement Letter" is sent to the parent/guardian in both English and the appropriate language informing them that based on their response to the Parent Survey and Program Selection Form, their child has been placed accordingly. This is completed within the first 10 days of the student's admission to school. The student is immediately placed in the ESL program for services.  
After parents' have completed the Parent Surveys, parent choices are then placed on the ELPC screen indicating parents' choices.
8. 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.  
All identified ELLs are tested yearly using the New York State English as a Second Language Achievement Test. The ESL teacher prepares a schedule based on the state indicating time and test section to be administered. All testing accommodations and modifications are adhered to on those days as well as IEP accommodations. During testing there is limited mobility throughout the building and no announcements. If the student continues to be entitled for ELL services a "Continued Entitlement Letter" is sent out to the parents, in English and the appropriate language. If the student scores proficient they are no longer entitled to ELL services and a "Non Entitlement/Transition Letter" is sent out, in both English and the appropriate language.
9. 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.   
Our school has a Freestanding ESL program aligned with parent requests. After reviewing the Parent Survey and Program Selection forms for the past few years, it has been noted that the trend in program choices has remained consistent. This year 100% of the parents of ELL parents in our school selected the Freestanding ESL program as their first choice. The Dual Language program appears to be the parents' second choice. PS 209's administration continues to monitor trends that could lead to the implementation of a Dual Language or Transitional Bilingual program to better serve our ELL population  
The trend continues to be ESL as first choice for the past 3 years. In 2013-2014; 5 out of 5 parents chose ESL as their first choice. In 2012-2013; 6 out of 8 parents chose ESL as their first choice. In 2011-2012; 21 out of 25 parents chose ESL as their first choice.

The second program of choice seems to be Dual Language.

## Part V: ELL Programming

### A. Programming and Scheduling Information

11. 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])?
    - 1a) At P.S. 209, we use the Freestanding English as a Second Language program model to provide all instruction in English using ESL methodologies and native language support with ELL peers. A combination of push-in and pull-out models are used. In the push-in program, the ESL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide comprehensible content input, and vocabulary support. In the pull-out program, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for small group explicit English instruction.
    - 1b) The second grade students are grouped heterogeneously. Grades 3-5 students are also grouped heterogeneously. Units of study in these grades are in the form of thematic/cooperative units, allowing peer discussions in native language. The ESL teacher collaborates with classroom teachers to ensure alignment with the curriculum through the use of the Common Core State Standards.
12. 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)?

Students receive the New York State ESL/ELA allotted instruction time based on students' English proficiency levels (NYSESLAT). The ESL teacher/coordinator is in charge of scheduling to assure each student receives the required allotted time.
  - 2a) The instructional minutes are delivered based on proficiency levels 180 min for Advanced and 360 min for Beginners and Intermediate.
13. 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.

P.S. 209 ELLs receive academic content area instruction in English using ESL methodology and instructional strategies aligned with the Common Core State Standards. These include scaffolding, teaching academic language and content, language usage and structures in context, using visuals, concrete objects and a variety of print and digital resources. Teachers model academic language and consistently use spiraling strategies so that language skills grow increasingly more complex. Vocabulary, language usage and structures are incorporated into every lesson. Teachers have both content and language objectives incorporated in every unit of study. Native language books in appropriate age and grade levels are available in the ESL classroom. Electronic dictionaries and NYC glossaries are also used for additional native language support. Parents are invited to do read-alouds in targeted languages.

14. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We presently do not have Dual language or Transitional programs. However, we do provide native language support whenever possible.

15. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Several assessments are administered throughout the year to provide the instructional team with appropriate data on all four modalities of English acquisition. Fountas & Pinnell, ELL Periodic Assessments, teacher-made assessments and observations are some of the types of assessments used throughout the year.

16. 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).

6a) We presently have no SIFE students. Our plan for SIFE students would be as follows: deficits and strengths in language acquisition and skills in other academic areas would be assessed; based on assessment; instruction would be differentiated and adapted to meet the needs of each student. Instruction using the Wilson/Foundations program would be provided to enhance letter /sound recognition. SIFE students would also participate in the Title III after school program, once a week (2hours) in order to further strengthen literacy skills. Peer tutoring and cooperative learning techniques among other strategies would be implemented to facilitate language acquisition and usage. At-risk resource services are also available. Through technology (PixWriter3 Program) SIFE students would have the opportunity to demonstrate their writing abilities through pictures/words. This program provides students with the feeling of accomplishment and empowers them to want to write.

6b) A newcomers group is formed for all newcomers. This group not only provides students with accelerated learning through a focus on literacy, native language supports, and intensive ESL and content area learning, but also acculturates them to their new city and country. The newcomers group helps accelerate students' transition with an intensive support structure; facilitates assessment and placement; builds background knowledge; and advises students about life in the City. Native language support is provided whenever possible (parents, student teachers and staff members that speak appropriate language).

6c) We presently have five students that are receiving extension of services. One student is in a 12-1-1 class, receives ESL services and is also being serviced according to her IEP. One student is in an ICT setting, receives ESL services and is also being serviced according to his IEP. The other three students are receiving at Risk services. All the above students are given the opportunity to attend the after school Title III ELL program. They are also working one-to-one with Learning Leaders.

6d) At the present time we do not have any long term ELLs. Academic Intervention Services (AIS) would be provided to meet the needs of special needs ELLs. These students would be in need of additional assistance to acquire academic language necessary to meet the state standards in English Language Arts, Mathematics, Science and Social Studies. Guidance and support services would be provided to assist special needs ELLs who are experiencing affective domain issues that impair their ability to achieve academically. P.S. 209 would provide for special needs ELLs through Learning Leaders, Wilson, PixWriter, differentiated classroom instruction and our Extended Day program. Our support staff of teachers (ESL, SETSS, IEP, AIS Providers) would push into classrooms with targeted ELLs to reduce student-teacher ratio and provide teachers with strategies to differentiate instruction.

6e) All former ELLs continue to receive academic support and modifications for two years after attaining proficiency. All former ELLs continue to receive extended time, separate location; bilingual dictionaries and glossaries; simultaneous use of English and alternative language editions; oral translation for lower incidence languages; and writing responses in the native language.

17. 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?

Provide instruction for academic content in native language whenever possible. Instruction is delivered by providing the ELL student with comprehensible input. This is provided through techniques such as the use of visual aids, modeling, demonstrations,

graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, mutli-cultural content, and native language support (when possible). Teachers provide a non-threatening environment allowing the students to feel comfortable taking risks with language and providing positive praise. Connections are made between the content being taught and students' experiences and prior knowledge. Extensive time is spent on understanding vocabulary words.

18. 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?

Within our school we make allowance for our students to be educated in the least restricted environment in the subject areas where they demonstrate academic strengths. The ELL-SWDs are mainstreamed several periods within the day. This flexible scheduling enables our ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. This conforms with the Special Education Reform.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

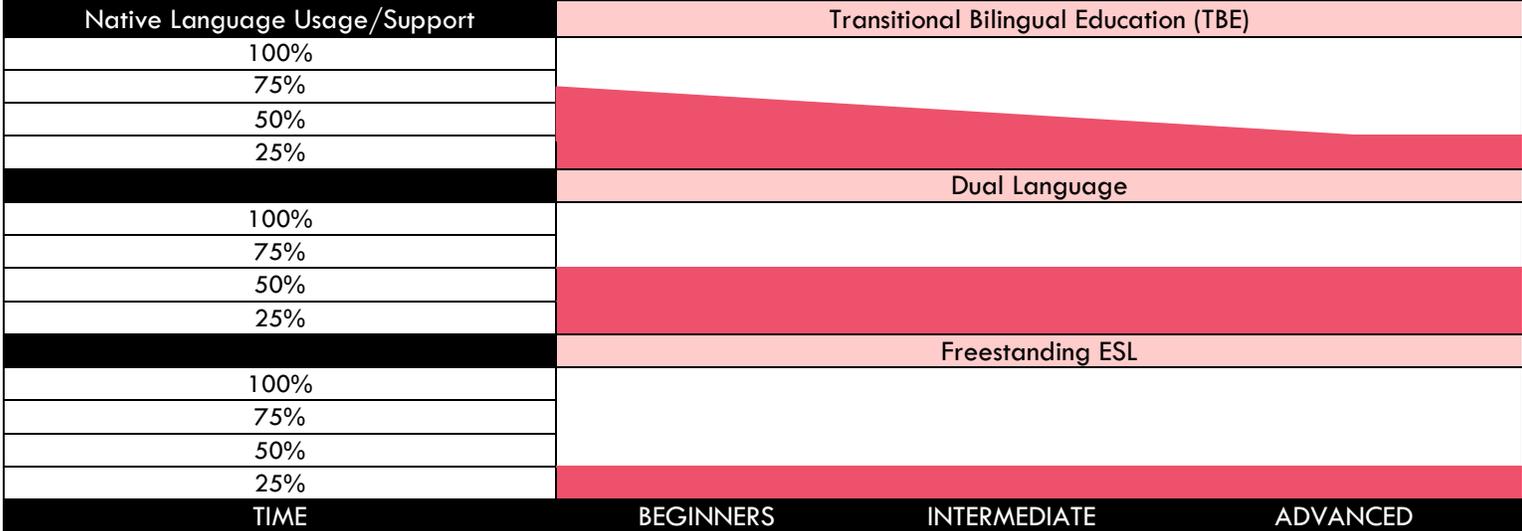
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

19. 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.
- The targeted intervention programs for ELLs are available for all content areas. At-risk resource is available for ELA and Math. At-risk speech is also available for language and speech. Learning Leaders utilize the Great Leaps program for phonetic instruction. Foundations/Wilson programs are implemented for letter/sound recognition. Native language support is provided whenever possible (parents, student teachers, books).
- Students receive individual targeted instruction during our school's Extended Day program with staff members speaking Cantonese, Mandarin and Arabic. The resource room teacher provides targeted instruction for at risk ELL students. The RTI program also provides targeted instruction. (see Part III Assessment Analysis, Ques. #5)
20. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our present ELL program is effective and meets the needs of our ELL students in both content and language development. This statement is based on data derived from our assessments. Based on the 30 students (6 graduated and one moved) tested with the NYSESLAT, in 2013; 22 students moved from one level to the next. 8 students remained on the same level. 7 students made 43 point gain. Our content area teachers and classroom teachers incorporate both content and language objective in their daily instruction.
21. What new programs or improvements will be considered for the upcoming school year?
- This year we have several new programs. In 2<sup>nd</sup> grade we are using Raz-Kidz(online guided reading program), Go Math in English and Spanish online and Ready-Gen literacy program.
22. What programs/services for ELLs will be discontinued and why?
- To align with the Common Core State Standards the school leadership team has made a decision to adapt the Go Math and Ready-Gen Literacy programs in grades K-5. These programs have replaced the Everyday Math Program and the Treasures Reading program. |
23. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Ells are afforded equal access to all school programs. All ELL parents are notified in their native language of all upcoming events. An after school program is offered to all ELLs through Title III. All parents receive an invitation for our after school Title III program in both English and native language.
24. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs are provided with access to books on tape, Go Math on line resources (in Spanish) electronic dictionaries, laptops/l-pads, for internet usage, smart boards, PixWriter, Raz-Kidz (online guided reading program), MacMillan ELL reading program, big books with rhyming and listening cds, story readings by adults in native language, and books in native languages.
25. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in our ESL program whenever possible. We have a Chinese paraprofessional that is available and translates for two Chinese students. We also have an ELA teacher and a technology teacher that give native language support for a Spanish speaking student. Native language support is provided during cooperative learning through discussions with peers speaking same language.
26. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services and instructional materials correspond to students' ages and grade levels. The programs that are chosen are developmentally appropriate and enhance grade level skills and strategies.
27. 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.
- All new students are given a tour (by the ESL teacher) of the school building and introduced to the different cluster teachers. A teacher, paraprofessional, student teacher or parent provides support for this tour in the student's native language. ELL student is given a buddy that speaks his/her native language to assist them until they are familiar with their new surroundings.
28. What language electives are offered to ELLs?
- We do not offer language at the present time.
29. 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)?

19) We presently do not offer a dual language program.

### 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.

This year great effort will be placed on training teachers how to create lessons that incorporate real world application . We will also begin training in SIOP for all classroom and cluster teachers. We will continue to educate all classroom teachers, Assistant Principals, paraprofessionals, Guidance counselors, Psychologists, speech therapists, occupational/physical therapists, secretaries and parent coordinator on the basic principles of language acquisition. All classroom teachers and other teaching personnel (mentioned above) will be provided with extensive professional development. The ESL teacher will articulate and model principles of effective instruction for ELLs through co- teaching and professional development opportunities. ESL, classroom teachers and support staff will also attend workshops to emphasize Balanced Literacy techniques to use with ELLs. Ongoing professional development is provided by the ESL teacher at grade conferences and during professional development periods (also on a one-to-one basis as needed). During these periods, classroom teachers, Assistant Principal, paraprofessionals, Guidance counselor, psychologists, occupation/physical therapists, speech therapists, secretaries and parent coordinator are taught techniques on how to work with and be sensitive to ELLs' needs. Teachers are trained to know the basic principles of second language literacy instruction, understand second language acquisition and cross-cultural contexts, and provide ELLs with content-based instruction using comprehensible input. The staff is informed on the importance to include native language support whenever possible.

Professional Development will begin in December, once a month for one hour. There will be a sign-in sheet available to maintain record of all meetings that have been conducted.

## 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?

In September, an orientation is provided to all ELL parents. Follow-up for non-attending parents is performed by the Parent Coordinator and ESL teacher (phone calls with interpreters and translated follow-up letters are sent). During the meeting the parents are informed of Title III, CR part 154 and any other services that their children are entitled to receive. Parents are invited to attend Parent Conferences and are notified that translators in their native language will be available. Materials and notifications are available in parents' native languages. Workshops will be conducted by the ESL teacher to inform ELL parents about the new state exams. This year the school received a grant from The Center For Arts Education. We are hoping to involve our ELL parents in this wonderful program. The Parents as Art Partners program engages parents and children in hands-on collaborative arts learning.

Three Saturday workshop sessions will be offered to the parents of all ELL students. Each session will run from 9:00 am to 11:00 am. An ESL certified teacher will be conducting the workshops. Translators will be provided according to need. Session one will focus on the ELA exam; Session two will focus on the State Math Exam and Session three will focus on the NYSESLAT exam. These sessions will provide information and will better equip parents to prepare their child for the upcoming state exams.

The Parent Coordinator's office is the designated area for parents to pick up information that can help them support their child's academic achievement. Information on services such as healthcare, citizenship classes, etc. may be obtained at the Parent Coordinator's office. Parents are informed during the orientation that the Parent Coordinator is always available with phone translations for any school-related issues that may arise. Parents' needs are evaluated during the orientation meetings, parent teacher conferences, and meetings that are held throughout the year specifically for ELL parents (translators are always available during all ELL meetings). A survey is in the process of being created and translated in order to better evaluate the needs of our parents.

## 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.

## Part VI: LAP Assurances

School Name: Clearview Gardens

School DBN: 25Q209

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: 25Q209

School Name: Clearview Gardens

Cluster: 551

Network: Fordham

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

**Part A: Needs Assessment Findings**

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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.

ATS RAPL (Adult Preferred Language Report)  
Home Language Information Survey  
Parent Requests

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

PS 209 administration and staff have identified the need to reach out to our ELL parents who speak languages other than English. The languages identified are Chinese (Mandarin), Chinese (Cantonese), Korean, Vietnamese and Spanish. Our parent coordinator provides parents with translated versions of the Bill of Parents Rights and Responsibilities. Special education and related services forms, registration, application, ELL selection and report cards are also translated in the appropriate language.

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

## Part B: Strategies and Activities

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

Translation services will be provided by both an outside vendor and by school staff or parent volunteers (in-house). The NYCDOE Translation Unit also provides translated versions of pertinent information which is sent home to identified ELL families and non-English speaking parents. All documents containing critical information regarding a student's education are translated into identified languages so parents can understand school and individual student goals and expectations when working with their children. Translation services are available as needed for workshops and parent teacher conferences. School signage and forms are posted in different languages.

8. 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.

During Parent Teacher Conferences, meet the teacher night, parent workshops, one-to-one parent meetings, interpreters are provided by both outside contractors and in-house, if available. Oral interpretation services are also provided by the T&I Unit for over-the-phone interpretation. We also maintain a list of student teachers who speak other languages, who are called in to interpret.

9. 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>.

P.S. 209 ensures that our ELL families are able to participate in all activities taking place in school. All parents are informed in their native languages, at the ELL orientation meeting, that translators will be present and available at all meetings. They are also informed, any time they wish to come in for any information, the T&I Unit will be available for an over-the-phone translation. Proper monitoring of ATS RAPL (Adult Preferred Language Report), Home Language Information Survey, and individual Parent Requests, is maintained to ensure quality language services in order to communicate effectively with our ELL parents.

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Clearview Gardens	DBN: 25Q209
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 28
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

**Part C: Professional Development**

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

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

Begin description here: \_\_\_\_\_

**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: \_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	11,200.00	After-school program (# of teachers)x(total hours per teacher)x(per session w/ fringe benefits) $4 \times 51 \times \$50.06 = \$10,212.24$ (# of supervisors)x(total hours)x(per session w/fringe) $1 \times 17 \times \$53.00 = \$901.00$ $10,212.24 + 901.00 = \$11,113.24$
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 materials.</li> <li>• Must be clearly listed.</li> </ul>	\$86.76	Snacks for children staying after-school.
Educational Software (Object Code 199)	_____	n/a
Travel	_____	n/a
Other	_____	n/a
<b>TOTAL</b>	<b>\$11,200.00</b>	<b>n/a</b>