

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K209

School Name:

P.S. 209 MARGARET MEAD

Principal:

FRANCES LOCURCIO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 209 The Margaret Mead School School Number (DBN): _____
K-8
Grades Served: _____
School Address: 2609 East 7th St Brooklyn, NY 11235
718-743-1954
Phone Number: _____ Fax: _____
School Contact Person: Frances Locurcio Email Address: FLocurc@schools.yc.gov
Principal: Frances Locurcio
UFT Chapter Leader: Elisa Balsamo
Parents' Association President: Peggy Judeh
SLT Chairperson: Elizabeth Hirsch
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA

District Information

District: 21 Superintendent: Isabel Dimola
1401 Emmons Ave. Brooklyn Ny 11235
Superintendent's Office Address: idmols@schools.nyc.gov
Superintendent's Email Address: _____
718-648-0209
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: _____
415 89th St. Brooklyn Ny 11209
Director's Office Address: Cherylwatson@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-7594862 _____ Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Frances Locurcio	*Principal or Designee	
Elisa Balsamo	*UFT Chapter Leader or Designee	
Peggy Judeh	*PA/PTA President or Designated Co-President	
Carolyn Arbia	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Teacher	Member/ Elizabeth Hirsch	
Teacher	Member/ Vincent Fiore	
Parent	Member/ Jennifer Tigen	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Parent	Member/ Ghadeer Judeh	
Parent	Member/ Hiba Sala	
Parent	Member/ Claudia Frade	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 209 The Margaret Mead School is a vibrant and diverse school in district 21, Brooklyn. Our community is ethnically and culturally diverse and is home to Hispanic, Middle Eastern, Asian, and African American populations. PS 209 currently serves 738 students in Pre-K through grade 8. We have a 131 English Language Learners and 159 students with special needs currently enrolled. Our ELL population is serviced by licensed ELL teachers using a push-in and pull-out model. Our school has implemented ICT classrooms across all grades as well as 12:1:1 classrooms to meet the needs of all students. Students with IEP's in our middle school are departmentalized. Special education teachers are better able to focus on one subject to teach their students more effectively. General education students, as well as students with IEP's move from class to class, which helps them prepare for the transition to high school.

We at PS 209 we believe that all children can learn if provided with the necessary tools. We believe that differentiating instruction to meet the needs of varied learners is essential. All students must be provided with rigorous instruction, as well as challenging material rooted in non-fiction text in order to become college and career "ready". By providing our students with curriculum rooted in the NYS Common Core Standards, our students will meet the challenges that lie ahead in a competitive collegiate and career-minded world.

The Administration, staff, and parents have worked and will continue to work collaboratively in all elements of the Framework for Great Schools to improve student achievement. We have made the most progress this past year in the element of Rigorous Instruction, earning PS 209 a rating of highly effective in this area on our last Quality Review. At our school, teachers work collaboratively and continue to revise and adjust curriculum maps, units of study, common core aligned tasks and rubrics and lesson plans. Evidence of each of these can be seen across all classrooms. There are clear, high expectations as evidenced by the tasks and grouping of all students. There is a school wide focus on academic vocabulary as evidenced by technical and content based word walls in our classrooms. Assessments are used to drive instruction and to flexibly group students based on their needs.

A key area of focus this year will be refining the inquiry process. Currently, Administration has programmed Teacher Teams to meet weekly during common planning time. Unit and lesson plans are revised as needed to reflect the implementation of CCLS and instructional shifts. Additionally Teacher Teams also have time on Monday afternoons provided by the UFT contract to meet again for inquiry to ensure there is adequate time for planning and data analysis. Teacher Teams also meet once monthly vertically to share data finding and best practices with colleagues. PS 209 has established Teacher Teams on every grade. During Inquiry Teacher Teams follow the ATLAS protocols for looking at student work. During the 2015-2016 school year we will focus on connecting inquiry findings to our professional learning plan to better meet the needs of our students.

The Margaret Mead School has developed partnerships with various community organizations such as The Italian Federation. The FIAO OS after school program operates Monday through Friday from 3:00-6:00PM. Offerings include homework help, arts & crafts, community building, drama, theatre, recreational and multicultural activities. These activities are designed to improve academic competencies as well as develop social and emotional competencies.

We have also implemented the BOKS, a before school physical activity program. BOKS prepares children for the day of learning and teaches the importance of appreciating the benefits of exercise and a healthy lifestyle.

21K209 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	727	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.4%
% Free Lunch	74.7%	% Reduced Lunch		6.2%
% Limited English Proficient	17.1%	% Students with Disabilities		26.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		3.6%
% Hispanic or Latino	23.0%	% Asian or Native Hawaiian/Pacific Islander		30.7%
% White	42.1%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.8%	% Teaching Out of Certification (2013-14)		9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.97
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	27.6%	Mathematics Performance at levels 3 & 4		44.9%
Science Performance at levels 3 & 4 (4th Grade)	87.5%	Science Performance at levels 3 & 4 (8th Grade)		53.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		NO
White	YES	Multi-Racial		NO
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- According to the 2014-2015 Quality Report , 33% of students in grades 3-8 scored at or above proficiency level (level 3&4) on the NYS ELA
- The 2014 Quality review report stated that section 2.2 aligning assessment to curricula should be area of focus in our school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will align assessments to curricula and adjust curriculum maps to reflect instructional decisions that will result in 20% increase in student achievement in ELA and Math as evidenced by benchmark assessments.

- Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The need stated above prompted administration to implement new programs designed to ensure students receive rigorous instruction in an attempt to identifying and address the gaps between what the standards demand and what our students know and are able to do.</p> <p>Teachers will be programmed to meet weekly during grade meetings to look at student work and reflect on units and lesson plans in order to ensure tasks are rigorous and aligned to CCLS.</p> <p>Common Core aligned ELA baselines will be given in September, and ELA Benchmarks assessments will be given in January and June to monitor student progress</p> <p>Teachers will continue to conference with students to monitor progress and set learning goals.</p>	<p>All students in grades K-8</p>	<p>September 2015- June2016</p>	<p>Administration Classroom teachers</p>
<p>Targeted instructional strategies such as RACE will be implemented to support student’s needs.</p> <p>Students identified in September to receive Tier 1 RTI in class, Tier 2 students will be identified and begin receiving small group instruction in November.</p> <p>Licensed ELL teachers will be programmed in push-in/pull –out model to meet the needs of ELL students.</p>	<p>All students in grades K-8 ELL’s</p>	<p>September 2015- June2016</p>	<p>Classroom teachers Administration ESL teachers</p>
<p>Teachers will engage in Inter-visitations as a result of administrative walk-troughs</p> <p>Professional Learning's will be planned to reflect the needs of the teachers</p>	<p>Classroom teachers</p>	<p>September 2015- June2016</p>	<p>Administration</p>
<p>We will review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration</p>

<p>We will encourage students and families in reciprocal and ongoing communication regarding progress toward meeting school standards and expectations, including student’s strengths, weaknesses, and next learning steps.</p> <p>PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians</p> <p>Open school meetings are conducted twice per year to inform parents of student progress.</p> <p>Report cards are distributed 4 times per year in grades K-8.</p> <p>Information regarding periodic assessments and classroom assessments are posted on system and Datacations to keep parents informed of student progress</p>			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>With guidance from administration through clear and consistent articulation of a common instructional vision, teachers will engage in the development and implementation of CCLS aligned curriculum during collaborative planning time once a week.</p> <p>Teachers will also attend Professional Learning from Specialists and colleagues. Implementation of new instructional strategies began in September 2014 and will continue through the 2015 school year.</p> <p>Grade meetings and Benchmark meetings will begin in September 2014 and continue till June 2015. Vertical planning teams meet once per month and inquiry teams meet weekly</p> <p>Periodic assessment are given in ELA are given In January 2015</p> <p>Testing Coordinator and Data Specialist will schedule periodic assessments and prepare data for staff that is comprehensive</p> <p>ICT teachers will be facilitating RTI</p> <p>Administration will support teachers through PL.</p>

<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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January 2016 students will take benchmark assessment in ELA and math that will be used to show progress toward this goal.

Administration will collect units of study in January 2016 that will reflect the alignment of curricula and assessment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. Summarize your school’s strengths and needs relative to this 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 trends and sources.
<p>After analysis of attendance data 10% of students in grades K-8 have shown potential to have attendance issues.</p> <p>20% of these target students scored level 1&2 on the NYS ELA and Math assessments</p>

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>
<p>By June 2016, 80% of target students will reach attendance goals which will result in 20% increase in student performance as evidenced by one level increase on a rubric created by teachers for assessments.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> Italian Federartion after school program will be offered to target students as an incentive to meet attendance goal. 	<p>Students in grades K-8</p>	<p>September 2015- June 2016</p>	<p>Administration Classroom teachers</p>

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrative Cabinet will meet weekly to discuss progress

Parent Coordinator and PTA will help strengthen parent outreach.

Attendance aid will keep track of data on target students.

School Leadership Team will meet monthly discuss attendance issues.

Grade meetings and Benchmark meetings will begin in September 2014 and continue till June 2015.

Testing Coordinator and Data Specialist will schedule periodic assessments and prepare data for staff that is comprehensive

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Attendance aid will monitor progress of targeted student by running attendance report weekly.

Cabinet will meet weekly to monitor progress of attendance incentive programs

Mid point benchmark: IREADY benchmark assessments will be given in January to asses targeted student progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Data from 2014-2015 NYS assessments showed that :

25% of student in grades 4-8 scored between a 2.4-2.9 on the 2014-2015 ELA exam.

20% of students in grades 4-8 scored between 22.4-2.9 on the 2014-2015 State math exam.

According to the 2013-2014 quality review “ Although PS 209 uses protocols to study student work and share effective instructional strategies that align to moving students and groups of students toward reaching learning targets, the work of the teams is not yet translating to school-wide instructional coherence. As a result, it is not evident whether the teams are having an impact on targeted student outcomes or on the achievement of all learners across the school”.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 100% of teachers will participate in collaborative inquiry across all grades and subject areas connecting to a school wide professional learning plan, in order to improve student achievement as evidenced by 20% increase in student on benchmark assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Administration has programmed Teacher Teams to meet weekly during common planning time. Unit and lesson plans are revised as needed to reflect the implementation of CCLS and instructional shifts. Additionally Teacher Teams also have time on Tuesday afternoons provided by the UFT contract to meet again for inquiry to ensure there is adequate time for planning and data analysis. Teacher Teams also meet once monthly vertically to share data finding and best practices with colleagues. 	<p>Teacher Teams, Targeted Inquiry students</p>	<p>September 2015- June 2016</p>	<p>Administration, Data Specialist</p>
<ul style="list-style-type: none"> • Targeted inquiry students students were chosen from all subgroups to ensure that all students groups are represented (ie ELL, SWD). These students are those who scored between 2.4-2.9 on NYS assessments. Teacher Teams update lesson plans and unit maps to reflect strategies and best practices that have yielded results. 	<p>Teacher Teams, Targeted Inquiry students</p>	<p>September 2015- June 2016</p>	<p>Teacher Teams, Administration, Data Specialist</p>
<ul style="list-style-type: none"> • Teacher Teams will set SMART goals and implement strategies during a 6-8week cycle. Administration will coordinate professional learning activities with inquiry cycle results to ensure school wide instructional coherence. • Periodic Assessments will be given 3x per year using GoMath, Test Ready, IREADY, and ReadyGen. 	<p>Teacher Teams</p>	<p>September 2015- June 2016 Given 3x per year, September, March, and June</p>	<p>Administration Classroom Teachers, Data Specialist , Testing Coordinator</p>
<ul style="list-style-type: none"> • Information regarding periodic assessments and classroom assessments are posted on Datacations system to keep parents informed of student progress We will review agendas form SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families. • PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians 	<p>Students in grades k-8</p>	<p>September – June 2016</p>	<p>Classroom Teachers, Data Specialist , Testing Coordinator, Administration</p>

<ul style="list-style-type: none"> • Open school meetings are conducted twice per year to inform parents of student progress. • Report cards are distributed 4 times per year in grades k-8. • 			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration has scheduled teachers to meet twice weekly for common planning time. Teachers are scheduled once monthly to share best practices.											
Administration will select teachers based on classroom observations to turn key strategies during Professional Learning time.											
Cabinet meetings will take place weekly to discuss student progress											
Administration will plan Professional Learning activities based on student data and Teacher Team findings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
IREADY benchamrk assessments are given 3x per year in ELA and Math											
SchoolNet Basel;ine assessments are given 2x per year in ELA and Math											
Test Ready Benchmarks are given 3x per year in ELA and Math											
GoMath and ReadyGen have built in assessments that connect to curriculum											
Mid point bench mark will be January IREADY benchmark assessment.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on 2015 QR results administration needs to focus teacher feedback on student engagement and questioning.

Results of 2015-2016 formal informal observations indicated that teachers need professional learning activities focused on teacher questioning and student engagement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Administration will have implemented a professional learning plan that will focus on improving student engagement and questioning that will result in a 20% increase in student performance on writing tasks as evidenced by teacher created CCLS aligned rubrics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Administration will conduct informal and formal observation with a focus on improving teacher timely feedback. 	Classroom Teachers	Sept 2015-June 2016	Administration
<ul style="list-style-type: none"> • Administration will collection of unit maps and writing pieces and will focus on improving student engagement through peer assessment and student reflection. 	Classroom teachers	Sept. 2015-June2016	Administration
<ul style="list-style-type: none"> • After analysis Administration has programmed ICT teachers to faciilitate RTI to tiier 3 students. 	Students and Classroom teachers	Sept. 2015-June 2016	Administration
<ul style="list-style-type: none"> • Administration implemented Tittle III afterschool program to ensure ELL students are receiving support. • Administration has invited parents to visit their child's classroom and observe classroom environment and strengthen the home school connection. 	ELL students Parents	November2015-May 2016 Sept. 2015-Dec 2015	Administration Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>With guidance from administration through clear and consistent articulation of a common instructional vision, teachers will engage in the development and implementation of CCLS aligned curriculum during collaborative planning time once a week.</p>

Teachers will also attend Professional Learning from Specialists and colleagues. Implementation of new instructional strategies began in September 2014 and will continue through the 2015 school year.
 Grade meetings and Benchmark meetings will begin in September 2014 and continue till June 2015. Vertical planning teams meet once per month and inquiry teams meet weekly
 Periodic assessment are given in ELA are given In January 2015
 Testing Coordinator and Data Specialist will schedule periodic assessments and prepare data for staff that is comprehensive
 ICT teachers will be facilitating RTI
 Administration will support teachers through PL.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

IREADY benchamrk assessments are given 3x per year in ELA and Math
 SchoolNet Baseline assessments are given 2x per year in ELA and Math
 Test Ready Benchmarks are given 3x per year in ELA and Math
 GoMath and ReadyGen have built in assessments that connect to curriculum
 Mid point bench mark will be January IREADY benchmark assessment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this 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 trends and sources.
<p>During the 2014-2015 school year 68% of parents participated in the NYC survey down from 82% from the previous year.</p> <p>According to the 2013-2014 school survey 38% of parents state they were only invited to school event 0-2 times during the school year</p>

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>
<p>By June 2016 there will be a 10% increase in parent participation in school events that will improve student achievement by 20% as evidenced by benchmark assessments, school sign –in sheets and participation in the 2015-2016 NYC school survey.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> Information regarding periodic assessments and classroom assessments are posted on Datacations system to keep parents 	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Data specialist</p>

<p>informed of student progress will review agendas from SLT meetings and Parent Advisory Focus Panel meetings to reflect upon status of communication with families.</p> <ul style="list-style-type: none"> • PTA meetings will be held at a flexible time, including evening hours, to accommodate working parents/guardians • Open school meetings are conducted twice per year to inform parents of student progress. • Report cards are distributed 4 times per year in grades K-8. • Meet the teacher night will be held for parents to come and become familiar with Common Core Curriculum. • School calendar is distributed monthly highlighting important events 			<p>Administration</p> <p>PTA, Classroom Teachers</p>
<ul style="list-style-type: none"> • IREADY and Big Universe computer programs are available to students to use after school as a support for students. Parents have access to student scores and can track student progress through these programs . 	Parents	Sept 2015- June 2016	<p>Data specialist</p> <p>Administration</p> <p>PTA, Classroom Teachers</p>
<ul style="list-style-type: none"> • Datacation- Pupilpath system will be implemented to keep parents informed of student progress. Parents will have access to student attendance, assessment grades and assignment information. Teachers will be able to outreach to parents through Pupilpath system to discuss classroom issues or events. 	parents	Sept 2015- June 2016	<p>Data specialist</p> <p>Administration</p> <p>PTA, Classroom Teachers</p>
<ul style="list-style-type: none"> • Parents are invited to school performance's, dances, and holiday events • Parents invited by teachers to visit classroom during instruction. • Student of the month ceremony held monthly • Parent coordinator has an open door policy 	Parents	Sept 2015- June 2016	<p>Administration</p> <p>PTA, Classroom Teachers, Parent coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrative Cabinet will meet weekly to discuss progress

Parent Coordinator and PTA will help strengthen parent outreach.

Data specialist will keep track of data on target students.

School Leadership Team will meet monthly discuss attendance issues.

Grade meetings and Benchmark meetings will begin in September 2014 and continue till June 2015.

Testing Coordinator and Data Specialist will schedule periodic assessments and prepare data for staff that is comprehensive

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

IREADY benchamrk assessments are given 3x per year in ELA and Math
 SchoolNet Baseline assessments are given 2x per year in ELA and Math
 Test Ready Benchmarks are given 3x per year in ELA and Math
 GoMath and ReadyGen have built in assessments that connect to curriculum
 Mid point bench mark will be January IREADY benchmark assessment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS test scores, benchmark assessments classwork , teacher recommendations	Foundations, ReadyGen, CodeX repeated reading , Peer –Peer conferencing, Big Universe, Reading Blasters, Teacher – student conferencing interactive writing	Small group instruction, one on one tutoring	During school day,
Mathematics	NYS test scores, benchmark assessments classwork , teacher recommendations	Go Math interventions, CMP3 interventions, use of manipulative, Math Blasters	Small group instruction, one on one tutoring	During school day
Science	NYS test scores, benchmark assessments, teacher recommendations	Student conferencing, hands on activities	Small group instruction, one on one tutoring	During the school day
Social Studies	NYS test scores, benchmark assessments, teacher recommendations	Student conferencing, DBQ's	Small group instruction, one on one tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation	Reward system, conflict resolution	Small group and one to one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
Data from classroom observations and walk through have prompted the implementation of inter-visitation to highlight best practices. Grade leaders have been chosen to attend various professional learning opportunities given outside the school building by trained professionals and Network Specialists. Grade Leaders then turn- key information to colleagues during their Monday professional learning time. New teachers are assigned mentors to help facilitate growth by sharing resources.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers will attend professional learning activities throughout the year. Professional learning will take place in the school building on Mondays as per UFT contract and will be given by Administration as well as Network Specialist. Teachers will also be given the opportunity to attend various workshops out of the school building given by specialist and other notable professionals. Teachers are expected to turnkey important information to the rest of the staff during Professional Learning time, grade meetings, vertical planning sessions, and Inquiry.</p> <p>The following workshops have been attended by staff members:</p> <ul style="list-style-type: none"> • Curriculum mapping • Aligning Common Core Standards • Lesson Planning • STARS • Differentiation and UDL • Analyzing data

- Questioning
- Scaffolding/differentiation

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

- Aligning curriculum maps to the common core standards
- Implementing the 2015-2016 instructional expectations

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.).

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

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.

Benchmark assessments are given 3-4 times per year in ELA and Math along with monthly check- ups to track student progress. Student data is also gathered through various formative and summative assessments such as conferencing, exit assessments, unit assessments and peer assessment. Teacher Teams meet twice weekly to discuss student work and data. Lesson and unit plans are adjusted as needed to reflect assessment data. In the classroom teachers engage

in small group instruction, flexible grouping, and scaffolding strategies. Lessons are data driven and aligned to the CCLS. Students work

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	494,645.00	x	section 5, 8
Title II, Part A	Federal	108,363.00	x	section 5
Title III, Part A	Federal	14,912.00	x	section 5
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,137,788.00	x	Section 5, 8

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

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. **[The Margaret Mead School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[PS 209]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here:

We have implemented an after-school program aimed addressing the needs of Newcomer ELLs. Over 60% of our ELLs have been in an English Language School System for 3 years or fewer. 90% of our Beginner and Intermediate ELLs are newcomers. We are encouraging ELLs in grades 2 through 5 to participate in this program, which will be held weekly on Wednesdays and Thursdays, from 2:45-4:45. The program will run from November 12 through May 27. Instruction is delivered by one ESL teacher on Wednesday and one ESL teacher on Thursday. A supervisor will be hired to oversee the Title III after-school program because this is the only DOE program running in the building at these times. Instruction is designed to address individual areas of need in Listening, Speaking, Reading, and Writing in English. Students receive scaffolded instruction designed to ensure that they receive the support they need in order to succeed in their classes. Planned lessons and activities concentrate on building crucial academic and basic vocabulary, as well as language skills that ELLs need in order to participate and thrive in the classroom. This instruction will be adjusted when required, as determined by ongoing assessment. Students use laptops and Smart Boards to offer exposure to language through multicultural sites, support for content through non-fiction sources, and reinforcement of written and spoken language skills. We have listening centers to help build Newcomers' listening comprehension and language acquisition. Programs, such as Reading Eggs and Big Universe, contribute to the advancement of students' reading comprehension skills.

Part C: Professional Development

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

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

Begin description here: _

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

A major focus in our school this year is increased parent involvement and communication. Parents and guardians of English Language Learners will be invited to attend monthly workshops given at the school throughout the year. Parents will be informed of these meetings by letters translated into the appropriate language and through parent emails. These sessions offer an opportunity for parents to engage with the school community, and will provide them with ideas and strategies they can use to support their children. We will have translation and interpretation services available as needed. Workshops will be conducted by an ESL teacher and will include topics relevant to parents of English Language Learners. Sessions scheduled to date are:

Topic: How parents of ELLs can help their children with language acquisition
Date: Tuesday, December 2, 2014

Time: 2:45-3:30

Topic: How parents of ELLs can help their children prepare for the NYSESLAT and other state exams
Date: Tuesday, January 13, 2015

Time: 2:45-3:30

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Fran Locurcio	Assistant Principal Jennifer Cianciotta
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sandra Geller	School Counselor type here
Teacher/Subject Area Sadaf Shah/Math	Parent Lily Gacevic
Teacher/Subject Area type here	Parent Coordinator Fran Devivo
Related-Service Provider Jaclyn Gluck	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Laurie Goldberg

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	710	Total number of ELLs	114	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	38
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	9

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	91	0	17	14	0	13	9	0	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	2	2	5	1	3	5					0
Chinese	1	1				1		1	2					0
Russian	11	3	4	3	1	3	2	2	6					0
Bengali		1					1							0
Urdu	1	5	1	2		2	2	2	3					0
Arabic			2	1	1		1							0
Haitian														0
French														0
Korean														0
Punjabi				1		1	1							0
Polish														0
Albanian														0
Other	3	5	1	5	3	1		1	2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	3	3	0	5	5	1	4	2					0
Emerging (Low Intermediate)	3	1	4	2	1	0	1	3	1					0
Transitioning (High Intermediate)	6	2	3	2	1	0	0	4	0					0
Expanding (Advanced)	7	5	4	4	6	3	7	8	6					0
Commanding (Proficient)	1	3	5	5	4	4	4	1	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1						0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	1	4	10	10	3	5	6	3						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7				0
4	8	1			0
5	3	2			0
6	5	1			0
7	12	1			0
8	6	1			0
NYSAA				2	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		4						0
4	5		5	1					0
5	5		2						0
6	5	3		1					0
7	10	1	2			1			0
8	2		3	1		1			0
NYSAA							2		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		2		6		1		0
8	1		5	1		1			0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Our school uses the Fountas and Pinnell Benchmark Assessment System to assess our ELLs' early literacy skills and reading levels. 88% of our early ELLs are reading below grade level. Further evaluation, which reveals that they need to work on letter recognition, phonemic awareness, and fluency, prompted us to implement the Foundations program within the classroom for three periods a week. These students are also targeted for collaborative inquiry, and receive one period a week of academic intervention services. Progress of these students is monitored over six-week cycles, and classroom support is offered, as needed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

21 of the 44 students to whom we administered the NYSITELL scored at the Commanding level. Of the 23 who are eligible for services, more than 50% scored at the Entering level. More than two-thirds of our new ELLs are in Kindergarten. The rest are spread across the grades. On the Spring, 2015 NYSESLAT, 20% of our ELLs scored at the Commanding level and 36% of our ELLs scored at the Expanding level. 49% scored Transitioning or Expanding, requiring only 180 minutes of ENL services. Across all grade levels, all of our General Ed ELLs who scored at the Entering or Emerging levels have 0-1 year of service. Many of our long-term ELL SWDs scored at the Expanding level, many after scoring Advanced last year. We must focus our attention on these students to determine what obstacles are preventing them from reaching the Commanding level, and devise strategies to help them overcome those obstacles.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

21.5% of our ELLs reached the Commanding level on the Spring 2015 NYSESLAT, meeting AMAO 2. This is 5.5% above this year's target of 15%. RNMR data is not available for the Spring, 2015 NYSESLAT, so we cannot analyze patterns across NYSESLAT modalities or information about AMAO 1. When data does become available we will use it to determine which students have more difficulty with Reading and Writing skills as opposed to those of Listening and Speaking.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Most of our ELLs scored at Level 1 or 2, including 7 of the 9 students who took the assessment in their native languages. The two ELLs who scored at Level 3 did take the test in their native language. We have found that students who have been in an English Language School System for only a year or two benefit more from taking the tests in their native languages.

Results from the Periodic Assessments and ELL Periodic Assessments influence CEP goals, scheduling, and differentiation of instruction. Teachers and school leadership examine and discuss these results and develop strategies for implementation to drive instruction accordingly. Results from the ELL Periodic Assessments help to predict proficiency levels on subtests on the NYSESLAT. Inquiry teams throughout the building are targeting ELLs and working to generate Best Practices for rigorous, grade-level, Common Core aligned instruction aimed at improving their performance levels.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

All classroom teachers provide strong core instruction – Tier 1. Teachers make lessons meaningful and focus on developing language and literacy across the content areas. Based on multiple sources of information, including baseline assessments, classroom performance, teacher observation, and taking into account the ELL's language and literacy levels, prior experiences, and cultural background, teachers determine whether the student requires Tier 2 RtI services. Tier 2 RtI services are provided two periods a week by a licensed special education teacher on a pull-out basis. These teachers also administer baseline assessments, and monitor the students via teacher-created curriculum and assessments. Data is monitored and analyzed through a Language Acquisition Lens, keeping in mind the outward similarities between language acquisition and learning disabilities. Targeted supplemental supports are designed and implemented, and progress is monitored over time. We draw on multiple sources of information to assess the student's risk level and whether it is due to second language acquisition factors or other learning difficulties. Our school uses several data sources to guide instruction for ELLs within the RtI framework, including Fountas and Pinnell reading levels; iReady; NYC Performance Assessments in ELA (grades 3-8), in Math (grade 3), in Science and Social Studies (grades 6-8); Scantron Math Assessment (grades 4-8); Schoolnet Periodic Assessments; Unit Tests; pre- and post-assessments; continuous informal teacher assessment; culminating activities; writing samples. We examine all data as it becomes available on an ongoing basis and use it to differentiate instruction to meet the needs of our students in real time. Formative assessments allow teachers to make adjustments to instruction, as needed, in order to allow all students to achieve their learning goals.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers design instruction taking into account ELLs' language proficiency levels. Scaffolding supports are provided based on the students' Targets of Measurement. Teachers integrate elements of Listening, Speaking, Reading, and Writing with all content area instruction appropriate to the students' age, grade level, performance level, and language abilities. Teachers keep all this in mind to plan lessons, differentiate instruction, and assess progress. They also take into account their students' prior knowledge, experiences, educational history, cultural background, and literacy skills in their native language, as well as in English. All instruction is designed to emphasize academic vocabulary and focus on specific language skills and sentence structure. All content area instruction is age and grade level appropriate, and supported by ESL methodologies used in a systematic and structured way. Language development is fostered through modeling, group discussions, and the use of SmartBoards and other technology.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

Currently we do not have a Dual Language program at our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

In order to evaluate the success of our programs for ELLs we examine all data – school report card, NYSESLAT, NYSITELL, Periodic Assessments, ELL Periodic Assessments, Fountas and Pinnell levels, Benchmark Assessments and classroom tests - as it becomes available. We look at how many ELLs made progress, which students need more support, and which areas we need to improve or refine.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

All newly registered students are first screened to determine their enrollment status. If they are transferring from another NYC public school, or if they have been enrolled in a NYC public school within the past 2 years, their ELL status remains unchanged from their date of discharge at the previous school, and their eligibility for services is based on that status. If the student has been in a NYS public school within the past 2 years, we request NYSESLAT scores from the previous school. If the student has never been enrolled in a NYC or NYS public school, or if the student is returning to the NYC public school system after an absence of 2 or more years, the HLIS is administered. A licensed pedagogue trained in ELL identification procedures assists the parent in completing the survey and conducts a parent and student interview. Translators, if available, or over-the-phone translation services are provided. The licensed pedagogue makes the determination of the student’s home language, based on a combination of responses on the HLIS and parent and student interviews. The home language is then entered into ATS. If the student’s home language is determined to be other than English, the NYSITELL is administered by a licensed ENL teacher. The Spanish LAB is administered to students who speak Spanish and score below the Commanding level on the NYSITELL. All of this is completed within the first 10 school days after the student’s date of admission.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Parent and student interviews, responses on the HLIS, and prior school work, if available, are used to determine SIFE status of newly enrolled ELLs in grades 3-9 who score at the EN or EM levels on the NYSITELL. If it is suspected that the student has had an interruption in his/her prior schooling, an oral interview questionnaire is administered. If a gap of 2 or more years is determined, the LENS is administered for students who speak Arabic, Bengali, Chinese, Haitian Creole, or Spanish. SIFE status is determined within the first 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section).

Newly enrolled students with IEPs are evaluated by the Language Proficiency Team to determine NYSITELL eligibility. The LPT- including the assistant principal, ENL teacher, Director of Special Education, and the child’s parents- review all the relevant evidence and make a recommendation whether or not the student should take the NYSITELL. Interpretation services are provided for the parent. If the recommendation is that the student should not take the NYSITELL, all the evidence is sent to the principal to review. If the principal agrees with the LPT’s recommendation, the matter is sent to the superintendent for review and the superintendent makes the final determination.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After NYSITELL testing of newly admitted students, within the first five school days after scanning, Entitlement letters are sent to parents of those who scored at the EN, EM, TR, and EX levels. Parents of students who scored at the Commanding level receive “Non-Entitlement After NYSITELL” letters. ENL teachers maintain a list of all students who were administered the NYSITELL, along with their results, and ensure that parents of all those students, whether entitled or not entitled, receive a notification letter in the language requested by the parent.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Both the Non-Entitlement After NYSITELL letter and Entitlement letter inform parents that they have 45 days from the day of enrollment to request a review and/or reassessment of their children’s ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Entitlement letters sent to new ELLs include a brief description of the three instructional models and an invitation to attend a parent orientation. Parents also receive a brochure in their preferred language explaining the 3 program options. At the orientation, certified ENL teachers review the ELL identification procedures, including administration of the NYSITELL, and the Parent Orientation video is viewed in English and the preferred languages of the parents. Interpreters are in attendance to present the information, explain the different options, and answer any questions. Parents are asked to choose the program they would prefer for their children. They are informed that if there are enough parents on a grade requesting a program in a particular language, a class will be formed. They are also told that they have the option to switch to a different school offering their preferred program if it is not available at our school, but they may stay here if they wish, and they will at least receive the required minutes of ENL services. They are asked to complete the Parent Survey and Program Selection Form, and told that if they do not return the form the default choice is TBE. This takes place within the first ten days of enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the parent orientation, parents are assisted in completing the Parent Survey & Program Selection Form in their home language. A sign-in sheet is used to monitor which forms have been completed and which are missing. For any forms not completed at the orientation, parents are called and invited to come to the school for a one-on-one orientation.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

ENL teachers maintain a list of all newly entitled ELLs, along with their parental program option choices. If a parent is unable or unwilling to come to the orientation, every effort is made to reach the parent by phone and letter explaining the choices and asking them to complete and return the form. All contact with parents is conducted by a staff member who speaks the home language, if available, or using over-the-phone translation services. ENL teachers check to make sure a Parent Survey and Program Selection Form is returned for each ELL. If a form is not completed and returned within the first 18 days, the parent’s choice on the ELPC screen will be registered as TBE. All survey forms are attached to the HLIS and put in the student’s cumulative folder. Copies are attached to copies of the HLIS and kept in a file in the main office. For all ELLs, parental options are recorded on our roster and input on the BNDC screen. A Bilingual or Dual Language class is formed if there are 15 students who speak the same language in two contiguous grades who request the same program. If a parent requests a program for which we do not have enough students requesting it to form a class, we notify the parent of any such programs available in other schools in the area and offer the option to transfer to that school. Students who do not elect to transfer, those for whom no program is available, and those who request ENL as their first choice are placed in an ENL program.

9. Describe how your school ensures that placement parent notification letters are distributed.

All parents receive Placement letters in their home language notifying them as to their children’s program placement. The ELL coordinator records student’s information on the ELPC screen and completes the school portion of the HLIS.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies are made of each ELL’s HLIS, parent letters, and Parent Survey forms. The originals are attached and filed in the student’s cumulative folder, and copies are kept in the main office.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the start of the school year, ENL teachers check the RLAT and the RMSR for the Spring, 2015 NYSESLAT to determine ELL status and eligibility for services. Continued Entitlement letters are sent to parents of students who scored at the Entering, Emerging, Transitioning and Expanding levels on the Spring 2015 NYSESLAT. Non-Entitlement letters are sent to parents of students who scored at the Commanding level, notifying them that their children are no longer ELLs, but they are entitled to receive 90 minutes a week of ENL services for the next two years. ENL teachers ensure that the appropriate letter is sent to each student, and that all letters are sent with translations in the preferred language of the parent.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After a review of our Parent Survey and Program Selection Forms for the past few years, our program model is aligned with parent requests. For the most part our parents have requested ESL/ENL. Last year only three parents requested TBE (all with different home languages) and two requested DL. This year only one parent requested DL (Grade 1, Chinese) and one requested TBE (Grade 8, Russian). We do not have enough students in two contiguous grades with the same home language requesting the same program to form a Bilingual or Dual Language class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.

On each grade, wherever possible, ELLs of different levels, as well as FELLs who have passed the NYSESLAT within the past 2 years, are grouped together heterogeneously, and placed in classes with non-ELLs. Many of our grades have ICT or self-contained Special Education classes, and our ELL SWDs are placed in those classes according to grade level and IEP specifications. In our Freestanding ENL program, ENL teachers push in 4 periods a week to provide integrated ENL services for every class containing ELLs. Those ELLs who require 360 minutes of ELL instruction are pulled out by an ENL teacher for an additional 4 periods a week to provide stand-alone ENL services.

- TBE program. *If applicable.*

Currently, we do not have a TBE program at our school.

- DL program. *If applicable.*

Currently, we do not have a DL program at our school.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

FELs who passed the NYSESLAT within the past 2 years, requiring 90 minutes of ENL services, and students who scored at the TR or EX levels on the 2015 NYSESLAT, requiring 180 minutes of ENL services, work with the ENL teacher who pushes in to the classroom 4 periods per week. Students who scored at the EN or EM levels on the 2015 NYSESLAT, requiring 360 minutes of ENL services, work with the ENL teacher for the 4 push-in periods, and are pulled out to work with an ENL teacher for an additional 4 periods per week.

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

Content area instruction is provided in English by the classroom teacher and supported by the ESL teacher. ESL teachers coordinate with the classroom and content area teachers to deliver rigorous instruction that is on grade level and aligned with the Common Core Learning Standards. Teachers design their lessons to provide comprehensible input and employ probing questions to stimulate the students' interest. Scaffolding techniques and ESL strategies are employed in a systematic and structured way in order to allow access to the material for all ELLs. These techniques include the use of visuals, manipulatives, and vocabulary-building strategies to help make the subject matter comprehensible to all students. Students are engaged in close reading and vocabulary is grade-level, academic, and context-embedded. Modeling, visual tools, TPR, picture libraries, bilingual glossaries, and tabletop whiteboard are all used, as warranted, to ensure that students of all levels will be able to understand and participate in the lesson. ENL teachers, together with the classroom teachers identify students' language proficiency levels and use this information to plan lessons, differentiate instruction, and assess students' progress. This information helps classroom teachers understand what their ELLs may be able to do. Teachers examine the domain-specific language demands of the content area units and adjust the way they present and explain academic vocabulary so the ELLs can grasp the concepts and become independent learners. Teachers use materials that are linguistically appropriate, age and grade appropriate, and aligned with the Common Core Learning Standards. Materials are highly visual, use multimedia, and provide supports such as graphic organizers and templates to help organize information for better understanding. ENL teachers and classroom teachers take into account ELLs' native languages, cultural backgrounds, and native and English language literacy skills in all planning. Students are encouraged to use bilingual dictionaries or glossaries, alternate texts, and online translating sites, and may write responses in their native languages to be translated into English, when appropriate. When possible and appropriate, ELLs may be paired with students who speak the same language to help them understand and be understood.

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

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

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

All lessons are designed to incorporate the four modalities- listening, speaking, reading, and writing. Informal assessment of these modalities is conducted on an ongoing basis. Fountas and Pinnell levels are assessed four times a year and we use the results from the ELL Periodic Assessments to help gauge students' progress.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

a. Although we currently do not have any SIFE students at our school, we have an instructional plan in place in the event we do receive any Students with Interrupted Formal Education. Using the RtI framework, we plan to provide these students with the support they require, including at-risk resource and Guidance. We also plan to have ongoing articulation with the parents to help build upon school-related expectations and encourage support at home. All SIFE students would, naturally, be encouraged to participate in our Extended-Day and Title III programs.

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

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

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

e. Former ELLs receive 90 minutes of ENL services provided by a licensed ENL teacher for 2 years after passing the NYSESLAT. They also receive ELL testing modifications for those 2 years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If, within 45 days of enrollment, a student's parent or teacher feels that the student's ELL status determination was incorrect (either that an ELL should be a non-ELL or a non-ELL should be an ELL) they may request, in writing, that the ELL Re-identification process be initiated. The school will review all documents relating to the initial identification process, along with the student's work in English and in the home language, as well as school-based assessments of the student's listening, speaking, reading, and writing skills. If the student has or may have a disability, the CSE is consulted to determine whether that disability may be interfering with the student's ability to understand, speak, read, or write in English. The principal evaluates the recommendation to determine whether or not the student's ELL status should be changed, and sends written notification of the recommendation to the parent, in the parent's preferred language. The parent must sign an acknowledgement of receipt of the principal's recommendation. If the recommendation is to change the student's ELL status, the superintendent examines all relevant material, makes the decision whether to change the student's ELL status, and sends written notification of the decision to the principal. The process is completed within 10 school days of receipt of the written request for re-identification (20 days if CSE must be consulted). The student's work and assessments are monitored to make sure he or she does not fall behind or get lost as a result of the re-identification. Between 6 and 12 months after receipt of the superintendent's notification of status change, the principal will consult with the student's parent, classroom teacher and ENL teacher to discuss the student's abilities and progress. If the principal feels the student was adversely affected by the

Chart

determination, additional support services will be provided. Ultimately, in consultation with the superintendent, and with written notification to the parent in the preferred language, the principal may decide to reverse the decision.

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

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

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

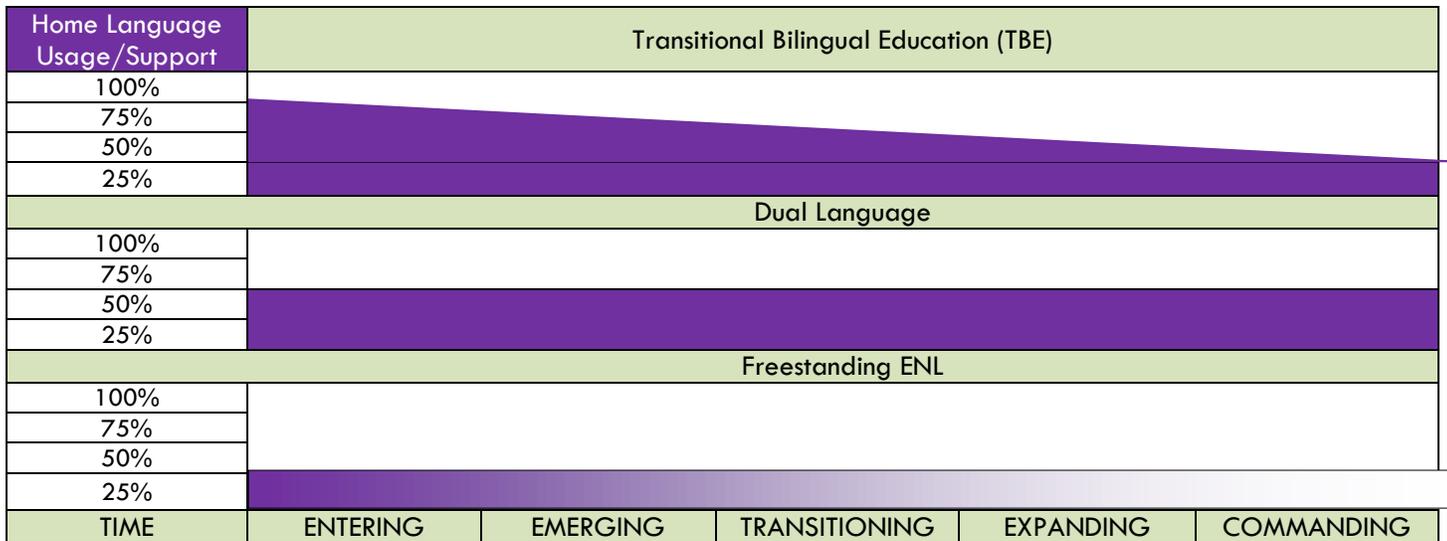


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

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

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

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

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

We are using Datacations, a program that facilitates communication with parents and students. We are also using Activate – game-based technology that helps build attention span and logic skills, especially for special needs classes.

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

No programs or services are being discontinued.

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

Our ELLs are fully involved with all the same school programs and activities as the rest of the student body. ELLs and non-ELLs are in the same classes and offered all the same opportunities. Any letters or other written information about our programs are translated into parents' preferred languages. All our students use iReady for ELA and math support and assessment. All students and parents may log on to Pupil Path to check grades and homework, and to communicate with their teachers. ELLs participate in class and grade performances, Chorus (in grades 3 and 6), and school clubs, including Book Club, Homework Help, Debate, Student Government, and Green Team. ELLs may attend our Title III after-school program for additional language support. ELLs also participate in the CPC program and the Italian Federation program after school. ELLs are invited to attend the BOKS sports program before school. This program is designed to encourage students to be active, and a good breakfast is provided to help get the day off to a good start. Letters inviting students to these programs are sent home in parents' preferred languages.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We use the ReadyGen ELA program for Grades K-5, and the CodeX program for Grades 6-8. We use the GoMath program for all grade levels, with project-based CMP3 components to supplement for extra support. We use the iReady program for Math and ELA assessment. Our students and teachers use PebbleGo and for non-fiction reading and research practice, and BrainPop to support lessons on various topics.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

Italian is offered as a language elective.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ENL teachers meet weekly with administration to discuss instruction and strategies, accessing online resources and webinars. ENL teachers participate in inquiry and vertical planning with the grades they service, as well as meeting with teachers during their common planning periods. At these sessions, teachers discuss student work, review materials, and share strategies and approaches that are working. ENL teachers attend ESL workshops and turnkey train all staff, including paras, speech teachers, and other service providers. Some of the monthly Professional Learning sessions we have conducted and/or have planned for include:

September - The New ELL Identification Process

October - Changes in the NYSESLAT

November - ELA Strategies for ELLs

December - Evaluating ELL Writing Authentically

January - ENL Strategies for Word Problems in Math

February - Evaluating ELL Math Responses for Word Problems

March - Preparing ELLs for the NYSESLAT

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers attend in-school PD, as well as district workshops on the Core Curriculum. They also either attend the Codex and ReadyGen workshops themselves, or attend in-school sessions turn-keyed by those who did attend. All staff members who work with ELLs are included in these sessions, including paras, speech teachers, and other service providers.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We hold assemblies to inform students about the different schools and programs available.

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional Learning and development is provided on an ongoing basis by ENL teachers, who turnkey information, and administration. ESL strategies and techniques are modeled by the ENL teacher during push-in sessions. Teachers attend Professional Learning sessions, and are offered other professional development activities throughout the year. Common planning sessions, vertical team meetings, and intervisitation within the school allow for collaboration, assessment, and planning. ENL teachers attend workshops on ESL strategies and techniques and turnkey the information to school staff. Websites listing available workshops for ENL teachers are researched and the school supports options to attend. Topics include overview of the NYSESLAT, interpreting test reports, such as the RMSR, and the use of vocabulary-building strategies, such as deconstruct/reconstruct. Sign-in sheets documenting teacher attendance and agendas are kept on file in the main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ENL teachers contact parents of ELLs to arrange individual meetings to discuss their children's progress and needs. Contact is made by phone, with an interpreter, or by letter in the language requested by the parents. Interpreters, if available, or over-the-phone translation services are provided at these meetings. These meetings are in addition to the mandated parent orientation, PTC conferences, or PTA meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

A log is kept to keep track of parent contact. Parents sign in at these individual meetings, and notes are included to record what was discussed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent coordinator is available at all times and communicates with parents on a regular basis, whether over the phone, in person, or via email. The parent coordinator answers questions, helps fill out forms, and assists parents with any problems or issues they may have. Parents of ELLs are invited to attend PTA meetings throughout the year which address issues relevant to ELLs. Translators are available for these meetings, as well as for Parent-Teacher Conferences. Parents are invited to attend monthly class performances, Student-of-the-Month ceremonies, and after-school program performances. The school alerts parents as to after-school programs and community resources.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school works in partnership with community organizations such as the Italian Federation and the CPC after-school programs. The YMCA offers services to parents, including adult ESL classes and a counseling center to help with immigration and community issues. We also let parents know about continuing education classes offered through the Department of Education.

5. How do you evaluate the needs of the parents?

There is open communication with parents at all times. Our parent coordinator is in constant contact with parents through letters and email. Parents have her email address and phone number and are encouraged to get in touch with her in regards to any questions or concerns they may have. Ms. Devivo has a list of parent email addresses to notify them about upcoming events and meetings. Parent surveys are conducted to identify areas of interest or need, such as adult ESL classes, help in acquiring a library card, and making translators available at all school meetings.

6. How do your parental involvement activities address the needs of the parents?

PTA meetings address the needs of the parents by including such topics as "What You Can Do to Help Your ELL Child" and "Preparing Your Child for the Upcoming State Exams". The YWCA assists parents with issues that facilitate assimilation and integration into the community. Our Title III Program has a parent component to help parents improve their English language skills so they can better support their children. Communication with parents is conducted in their native languages, either through translated written letters or via Global Connect, a telephone communication service which automatically translates messages into different languages.

D. Additional Information

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

Paste response here:

School Name: The Margaret Mead School

School DBN: #INGEST ERROR!

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fran Locurcio	Principal		12/1/15
Jennifer Cianciotta	Assistant Principal		12/1/15
Fran Devivo	Parent Coordinator		12/1/15
Sandra Geller	ENL/Bilingual Teacher		12/1/15
Lily Gacevic	Parent		12/1/15
Sadaf Shah/Math, Sp Ed	Teacher/Subject Area		12/1/15
Jaclyn Gluck/ Speech	Teacher/Subject Area		12/1/15
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Laurie Goldberg	Other <u>Pupil Acct Secretary</u>		12/1/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21** School Name: **PS 209**
Superintendent: **Isabel Dimola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We send home surveys to all the students asking parents to indicate in which language they would prefer to receive written or oral communication from the school. Information from these surveys, together with parents' responses on the Blue Cards and HLIS completed at registration, is used to create class lists of all the students and their parents' preferred language of communication. These are updated regularly. The RAPL, RPOB, and RHLA also provide information in regards to the language needs of our students and their parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Arabic, Armeneian, Bengali, Bulgarian, Burmese, Chinese, Georgian, Hindi, Korean, Malayalam, Moldavian, Punjabi, Russian, Spanish, Sudanese, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Bill of Rights and Responsibilities; Letters regarding Medicaid, immunization, lunch payments, etc.; Announcements for Parent-Teacher Conferences, testing dates, after-school activities, school performances, school events; Title III letters; letters from the principal; report cards

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Initial registration; Parent/Teacher "Meet and Greet" - September; orientation for parents of new ELLs - September; Parent-Teacher Conferences - November and March; classroom visitations - ongoing; individual meetings with parents of ELLs - ongoing

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Department of Education letters and documents are provided in various languages and we distribute them according to the language preferences of our parents. Letters and written communication on the school level are automatically translated by computer into the preferred languages of our parents and sent home. On those occasions when we require translation assistance from the Translation & Interpretation Unit or another vendor, we plan ahead to ensure that translations are available to distribute together with the English document.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We maintain a roster of all school personnel who speak other languages and call upon them to interpret, as needed. School staff is available to translate for parents who speak Russian, Spanish, Chinese, Urdu,

and Arabic. Over-the-phone translation services via Language Line are used when a parent who speaks a different language requires interpretation. For those events for which we will require assistance from outside vendors, we contact them well in advance to ensure their availability. We also use Global Connect, a telephone communication system which turns written or oral communication into a recorded message and translates that message into the required languages. The system automatically calls parents and plays the recorded message in the language requested by the parent.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff receives a copy of the school staff brochure and the "I Speak..." card. This information is presented via schoolwide memo, and is available in the main office. There will also be a Professional Development session for all staff to discuss the translation and interpretation needs of our school and how to address them.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Posters and signs in different languages are posted in the lobby and the main office to let parents know about the availability of translation services. Translation information brochures have been distributed and are available at the main entrance and in the main office. This information is also shared at PTA meetings.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We encourage feedback from parents and poll parents at PTA meetings and Parent-Teacher conferences for their opinions.